



Implementation Guide

2026-27

Adult Education & Family Literacy Act
2026-30 Grant Competition Cycle

Division of Career and Adult Education

325 West Gaines Street
Tallahassee, FL 32399

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Purpose of the Adult Education & Family Literacy Act (AEFLA) Implementation Guide

The Florida Department of Education (FDOE), Division of Career and Adult Education (DCAE), offers this Implementation Guide as a resource for agencies submitting applications for funding under the Workforce Innovation and Opportunity Act (WIOA) (Public Law 113-128 (29 U.S.C. Sec. 3101, et. Seq.) of 2014, Adult Education and Family Literacy Act (Title II). Regulations and guidelines governing programs are codified in the Code of Federal Regulations (CFR), Title 34 CFR Parts 461, 462, 463 et al. and Title 2 CFR 200—Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (Uniform Guidance). Applicants should also read the State of Florida 2024-2028 WIOA Combined State Plan to understand Adult Education’s role as a core partner in Florida’s Workforce Development System. Florida is committed to ensuring adult learners have access to high quality education and training opportunities. Through the Request for Proposal (RFP), Florida’s adult learners will earn tangible learning gains that propel them toward gainful employment and lifelong success.

The purpose of this guide is to provide eligible applicants with an understanding of the 2026-2027 RFP cycle and state requirements developed to complement the new direction for adult education. This Implementation Guide serves as a resource to provide qualified applicants with guidelines, instructions and key information necessary to understand the application process and, ultimately, submit a successful grant application to support adult education programs and students.

The 2026-2027 Implementation Guide is organized into the following three sections:

SECTION 1

Overview of the Workforce Innovation and Opportunity Act and Title II, Adult Education and Family Literacy Act

SECTION 2

The Basics for Getting Started

SECTION 3

Narrative Requirements and the Consolidated Grant Excel Workbook

Section 1: Overview of the Workforce Innovation and Opportunity Act, Title II, AEFLA

Workforce Innovation and Opportunity Act

WIOA was enacted into law on July 22, 2014 (Public Law No. 113-128), and replaces its predecessor, the Workforce Investment Act (WIA) of 1998. WIOA provides direction, guidance and important updates for the workforce system in every state. The law prioritizes a market-driven approach to talent development to prepare individuals seeking employment in the jobs of today and the future. Moreover, added emphasis is placed on the need for integrated workforce services for all individuals to positively and permanently impact the ability to obtain family-sustaining wages.

WIOA is comprised of five titles (see below) that include the following required core programs: Adult; Dislocated Worker; Youth; Adult Education and Family Literacy Act (AEFLA); Wagner-Peyser Act and Vocational Rehabilitation, including Blind Services.

Titles of the Workforce Innovation and Opportunity Act of 2014

Title I	Workforce Development Activities
Title II	Adult Education and Family Literacy Act (AEFLA)
Title III	Amendments to the Wagner-Peyser Act
Title IV	Amendments to the Rehabilitation Act of 1973
Title V	General Provisions

To foster collaboration and integration, WIOA requires each state to submit a plan outlining the strategic vision and goals for how the workforce development system will achieve the purposes of the WIOA. The State of Florida 2024-2028 WIOA Combined State Plan serves as our 4-year action plan to develop, align and integrate programs across core workforce partners and provide a platform for achieving strategic and operational goals. Florida's 2024-2028 WIOA State of Florida Combined State Plan will:

1. Enhance alignment and market responsiveness of workforce, education and economic development systems through improved service integration that provides businesses with skilled, productive and competitive talent and Floridians with employment, education, training and support services that reduce welfare dependence and increase opportunities for self-sufficiency, high-skill and high-wage careers and lifelong learning.
2. Promote accountable, transparent and data-driven workforce investment through performance measures, monitoring and evaluation that informs strategies, drives operational excellence, leads to the identification and replication of best practices and empowers an effective and efficient workforce delivery system.

Overview of WIOA, Title II AEFLA

3. Improve career exploration, educational attainment and skills training for in-demand industries and occupations for Florida youth that lead to enhanced employment, career development, credentialing and post-secondary education opportunities.

WIOA Title II, Adult Education and Family Literacy Act (AEFLA)

AEFLA, Title II of WIOA, is the principal source of federal funding for adult education programs across the country. AEFLA presents an extraordinary opportunity to improve the quality of life for Floridians needing the knowledge and skills necessary for employment and economic self-sufficiency. Services provided under AEFLA are intended to lead to further education, training opportunities and work. AEFLA seeks to increase opportunities in the educational and workforce development of adults as workers, parents and citizens. While playing a critical role in adult attainment of a secondary school diploma, AEFLA also aims to assist in progression to postsecondary education and training with the IET service delivery approach.

Florida's Vision for Adult Education

The vision of Florida's Adult Education System is to place learners at the center and deliver outcomes that promote full participation in the workforce, resulting in high-quality credentials of value and increased performance. This strategic vision requires a combination of new innovations and the support of thousands of individuals both inside and outside of Florida's WIOA Workforce System.

FDOE's vision and strategic direction for the adult education system will lead to increased numbers of adults with higher levels of literacy, numeracy and digital literacy skills, and the attainment of industry-recognized credentials, postsecondary certifications and degrees in the state's high-growth priority sectors. FDOE understands this vision and strategic direction is needed to realize adult education's expanded workforce development and progression to a postsecondary mission. Both strengthen adult education's role as an integral part of the state's education system and the importance of preparing all students for college and career are imperative.

Section 2: The Basics for Getting Started

The Basics for Getting Started section is designed to help potential applicants understand the foundational requirements of AEFLA, Title II of WIOA. Before beginning the application process, all interested applicants are strongly encouraged to review this information carefully to determine their eligibility to apply, capacity to deliver high-quality adult education services and ability to comply with all state and federal requirements outlined in their proposal.

This section provides essential guidance and reference information to assist applicants in preparing a complete and compliant submission. Topics covered include:

- The purpose of AEFLA Title II funding;
- Eligible populations who may be served with AEFLA funds;
- Eligible providers authorized under WIOA to deliver adult education and literacy services;
- Requirements specific to funding streams;
- Budget and program performance periods;
- Application due dates, timelines and contact information;
- Critical federal and state information regarding administrative and indirect costs, program income, allowable and unallowable expenditures, equipment purchases and record retention;
- Required electronic submission process and conditions for acceptance; and
- The method of application review and approval.

By reviewing this section in full, applicants will gain a comprehensive understanding of AEFLA Title II requirements and ensure they are well-positioned to submit a competitive and compliant grant proposal.

Key Points

- Notice of intent to apply is **DUE Friday, May 15, 2026.**
- Grant applications are **DUE Friday, June 19, 2026**, no later than 11:59 EST.
- Applicants can apply for an Adult General Education Grant and/or an Integrated English Literacy Civics Education Grant and/or a Corrections Education Grant by submitting one consolidated proposal.
- The Consolidated Adult Education RFP supports a four-year grant cycle beginning on July 1, 2026 and ending June 30, 2030. Funding is contingent upon an annual renewal process.
- Funded programs are responsible for aligning with their Local Workforce Development Board's plans, collaborating with the local one-stop and collecting and reporting on required demographic and performance data.

Purpose of the Adult Education and Family Literacy Act, Title II of WIOA

AEFLA supports programs that help adults get the basic skills they need including reading, writing, math, English language proficiency and problem solving to be productive workers, family members and citizens. The purpose of the program is to provide educational opportunities below the postsecondary level for individuals 16 or older:

- who are not currently enrolled in school;
- who lack a high school diploma; or
- who lack the basic skills to function effectively in the workplace and in their daily lives.

Instructional services are offered in four program areas:

- Adult Basic Education (ABE) – basic skills instruction below the high school level;
- Adult Secondary Education (ASE) – high school level instruction;
- Integrated English Literacy and Civics Education (IELCE) – instruction that integrates English language acquisition with civics education and workforce preparation; and
- English Language Acquisition (ELA) – instruction designed to help English language learners develop proficiency in speaking, listening, reading and writing in English.

Who Can Apply for this Grant?

Under Title II of WIOA, an *eligible provider* is defined as an organization that has demonstrated effectiveness in providing adult education and literacy activities and may include any of the following:

1. Local educational agencies (LEAs), such as school districts
2. Community-based organizations (CBOs) or faith-based organizations that provide educational or literacy services
3. Volunteer literacy organizations
4. Institutions of higher education, including community or state colleges
5. Public or private nonprofit agencies
6. Libraries
7. Public housing authorities
8. Consortia or coalitions of the organizations listed above
9. Partnerships between an employer and an entity described in items (1)–(8)

To be considered for funding under AEFLA, an eligible provider must also demonstrate:

- Effectiveness in improving literacy and educational outcomes for eligible individuals.
- Administrative and fiscal capacity to deliver adult education and literacy services consistent with WIOA Title II requirements.
- Alignment of proposed activities with the local workforce development plan and collaboration with local one-stop partners (CareerSource).

What Grants Can an Eligible Provider Apply For?

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FDOE is awarding multi-year grants on a competitive basis to eligible adult education providers to develop, implement and improve adult education and literacy in Florida. The following briefly describes the three grants available in this consolidated application:

Federal Funding Streams

In this consolidated grant application, each eligible provider may apply for funds in three different federal funding streams:

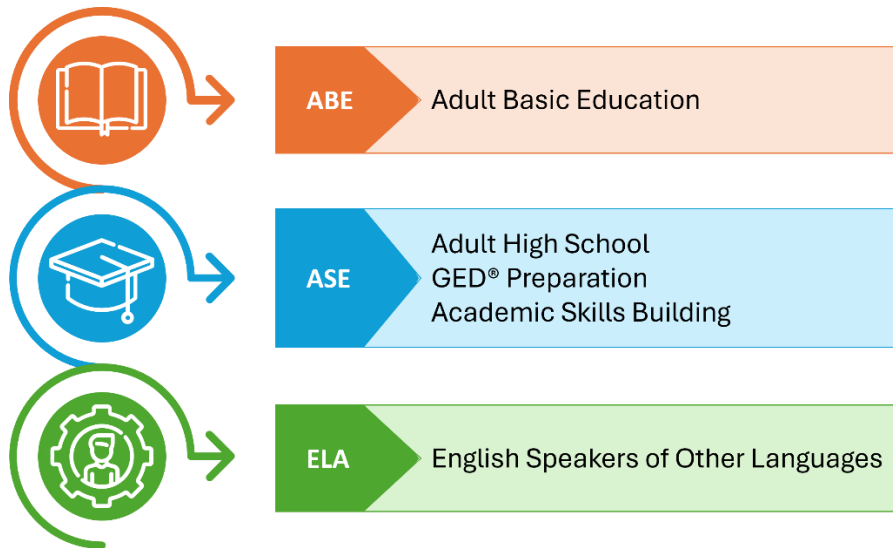
- WIOA Section 231: Adult General Education (AGE) and English Language Acquisition (ELA);
- WIOA Section 243: Integrated English Literacy and Civics Education; and
- WIOA Section 225: Corrections Education and Other Institutionalized Individuals.

Applicants will be required to identify the WIOA programs (Section 231, Section 243, Section 225 or a combination of sections) for which funding is being sought in the application.

What Programs and Activities Are Allowed by Each Federal Funding Stream?

Adult General Education, Section 231, TAPS# 27B022

In Florida, Adult General Education includes instructional programs that provide ABE, ASE and may include ELA. These programs may also be offered concurrently and contextually with state-approved IET programs. All of the programs listed above are allowable under the AGE funding stream.



Funds made available through AEFLA are purposed to supplement (**not supplant**) other state or local funds expended for adult education and literacy activities. Funding is made available to eligible providers for the following adult education and literacy activities as defined in Section 203(2):

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- Adult Education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; and
- Integrated Education and Training.

In accordance with AEFLA Section 231(a-b), allocated funds enable eligible providers to develop, implement and improve adult education and literacy activities within the state and operate programs that provide such activities including programs that provide such activities concurrently.

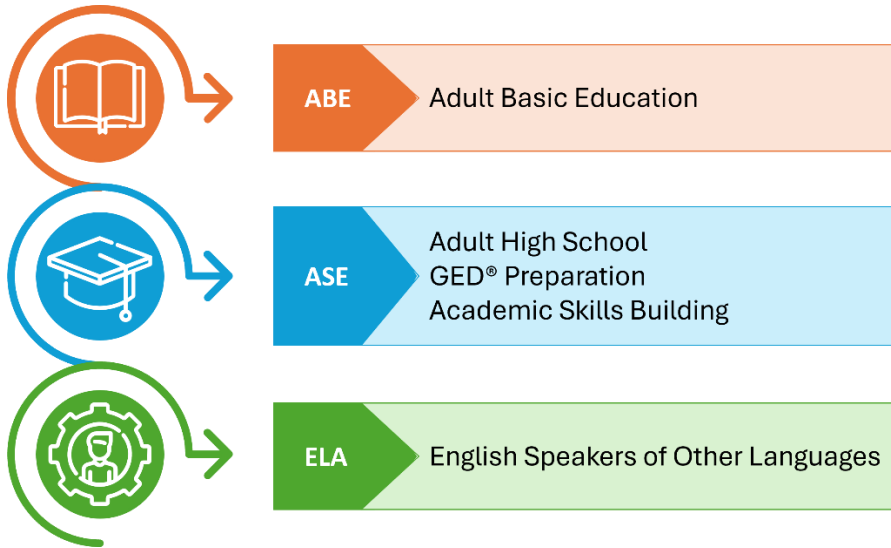
Pursuant to AEFLA, Section 203(9) (A-D), Family Literacy Education supports and improves two-generation programs statewide through the following activities:

1. Integrated models for both parents and children for pre-school and other child-literacy oriented services and adult education and literacy activities that lead to workforce preparation and readiness for postsecondary education or training, career advancement and economic self-sufficiency.
2. Interactive literacy and literacy achievement between parents or family members and their children.
3. Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
4. An age-appropriate education to prepare children for success in school.

Corrections Education and Other Institutionalized Individuals, Section 225, TAPS# 27B021

Under the Corrections Education funding stream, allowable Florida Adult Education Programs include instructional programs that provide ABE, ASE and may include ELA. These programs may also be offered concurrently and contextually with state-approved IET programs.

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Pursuant to AEFLA, Section 225(a-e), programs for Corrections Education and Other Institutionalized Individuals, funds shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for:

- Adult Education and literacy activities
- Special education programs as determined by the eligible agency
- Secondary school credit
- Integrated education and training
- Career pathways
- Concurrent enrollment
- Peer tutoring
- Transition to re-entry and other post-release services with the goal of reducing recidivism
- Integrated Education and Training

The term *criminal offender* is defined as any individual who is charged with or convicted of any criminal offense. Services must be provided to individuals who are likely to leave the correctional institution within five years of participation in the program.

The term *correctional institution* is defined as any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Applicants providing services under Section 225 must indicate so in the submitted application and responses to narrative questions must address the provision of services to incarcerated individuals. All assurances and requirements described in this continuation application will apply to grantees funded under Section 225.

State Requirement: Local providers may apply for up to \$100,000 per application; state governmental agencies may apply for up to \$1,000,000.

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Integrated English Literacy and Civics Education, Section 243, TAPS# 27B023

Pursuant to AEFLA, Section 243 (c) IELCE, each program that receives funding under this section shall be designed to:

1. Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
2. Integrate with the local workforce development system and its functions to carry out activities of the program.

In Florida, IELCE programs provide instruction through the English Speakers of Other Languages (ESOL) course and must be delivered in combination with state-approved Integrated Education and Training (IET) programs, as required under 34 CFR §§ 463.33 and 463.36. All IELCE instructional services must integrate ELA with workforce preparation and training activities to support employment and career advancement.



The IELCE program funded through Section 243 includes education services provided to English language learners who are adults, including professionals with degrees and credentials earned in their native country. These services enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers and citizens in the United States. Required components of an IELCE program include:

- English Language Acquisition (speaking and comprehension);
- Literacy (reading and writing);
- Civics education (the rights and responsibilities of citizenship and civic participation); and
- Integrated Education and Training.

WIOA [§134(C)(3)(D)] defines IET as a service approach which provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupational cluster.

Applicants providing services under Section 243 must indicate so in the submitted application and responses to narrative questions must address the provision of services to the IELCE program. All assurances and requirements described in this continuation application will apply to grantees funded under Section 243.

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The table below serves as a quick guide to allowable activities for each funding stream.

	Programs Included in Funding Stream	Allowable Activities
Federal (AGE) (AEFLA Section 231) TAPS# 27B022	<ul style="list-style-type: none"> • Adult Basic Education, Adult Secondary Education OR English Language Acquisition • Integrated Education and Training • Integrated English Literacy and Civics Education in combination with IET <p>FDOE Requirement: Eligible providers can ONLY use AEFLA funds to support FDOE-approved IET programs.</p>	<ul style="list-style-type: none"> • Family Literacy (Two-Generation) • IET Activities • Workplace Preparation and Training Activities • English Language Instruction • Rights and responsibilities of citizenship and civics participation
Federal (AGE) Corrections Education (AEFLA Section 225) TAPS# 27B021	<ul style="list-style-type: none"> • Literacy activities • Secondary School Credit • English Language Acquisition Activities • Integrated Education and Training • Workplace Preparation and Training Activities • Special Education Programs as determined by the eligible agency. • Concurrent Enrollment • Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. <p>FDOE Requirement: Eligible providers can ONLY use AEFLA funds to support FDOE-approved IET programs.</p>	<ul style="list-style-type: none"> • Family Literacy (Two-Generation) • IET Activities • Workplace Preparation and Training Activities • English Language Instruction • Rights and responsibilities of citizenship and civics participation • IET Activities • Workforce Preparation and Training Activities
Federal (IELCE) (AEFLA Section 243) TAPS# 27B023	<ul style="list-style-type: none"> • Integrated English Literacy and Civics Education in combination with IET <p>FDOE Requirement: Eligible providers can ONLY use AEFLA funds to support FDOE-approved IET programs.</p>	<ul style="list-style-type: none"> • English Language Instruction • Rights and responsibilities of citizenship and civics participation • IET Activities • Workforce Preparation and Training Activities

Who Can Apply?

An *eligible provider* is defined as an organization that has demonstrated effectiveness in providing adult education and literacy activities (WIOA Title II Section 203(5); 34 CFR 463.23).

These organizations may include, but are not limited to:

- a. local educational agencies;
- b. community-based or faith-based organizations;
- c. volunteer literacy organizations;
- d. institutions of higher education;
- e. public or private nonprofit agencies;
- f. libraries;
- g. public housing authorities;
- h. consortia or coalitions of agencies, organizations, institutions, libraries or authorities described in (a) through (h) of this section;
- i. nonprofit institutions not described in (a) through (g) of this section that have the ability to provide adult education and literacy activities to eligible individuals; and
- j. partnerships between employers and entities described (a) through (i) of this section.

Are Applications Pre-Screened?

Yes, all applications will be screened prior to review to establish demonstrated effectiveness.

Per WIOA Final Rules Subpart 34 CFR § 463.24, eligible providers must demonstrate effectiveness in providing adult education and literacy activities to eligible individuals, particularly eligible individuals with low levels of literacy or English language learners. FDOE's demonstrated effectiveness verification process will take place before applications are reviewed and considered for funding. This process establishes that applicants who submit proposals are demonstrating effectiveness, and therefore, may receive funding.

Demonstrated Effectiveness – The Basics

To establish demonstrated effectiveness, each individual provider or collective will complete the **Adult Education Demonstrated Effectiveness Table** (Tab C) in the Consolidated Grant Excel Workbook. After application submission and prior to review/scoring, FDOE will verify demonstrated effectiveness to determine if applicants are eligible to receive funding.

- Each individual provider or collective member must establish that it has demonstrated effectiveness through recorded performance data of improving the skills of eligible individuals, particularly those who have low levels of literacy in reading, writing, mathematics, English language acquisition and other subject areas relevant to the services contained in the state's application for funds.
- Each individual provider or collective member must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent and transition to postsecondary education and training (34 CRF part 463.24).

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- Eligible providers are only required to provide performance data for those subject areas relevant to the allowable activities that will be supported by this grant application.
- Eligible providers applying as a collective must provide evidence of demonstrated effectiveness and submit performance data for **each agency/entity that is a collective member**.
- FDOE reserves the right to request data sources from the applicant agency to determine evidence of demonstrated effectiveness.
- **Florida's Standard for Demonstrated Effectiveness:** Applicants must achieve at least a one percent completion rate in Measure 2 - *% of all participants who have demonstrated improvement as measured by a standardized test in the content domains of reading, writing, mathematics, ESL and other subject areas relevant to the services contained in the application for each year 2024-2025 and 2025-2026.*
- Eligible providers that do not submit sufficient evidence of demonstrated effectiveness will be deemed ineligible to compete for AEFLA funding, removed from the competition, and notified.
- ONLY eligible providers that demonstrate effectiveness will be advanced through the grant application review process and be considered for funding.

Demonstrated Effectiveness – Method for Providing Evidence

Eligible applicants will fall into the following categories:

1. Applicants previously funded under WIOA AEFLA; or
2. Applicants NOT previously funded under WIOA AEFLA.

A single demonstrated effectiveness submission will be used for the consolidated application irrespective of the number of programs for which funding is sought (AGE, IELCE, Corrections or a combination).

How Do I Submit a Grant Application?

This is a consolidated Adult Education RFP that allows eligible providers to submit a single grant narrative for specific funds to support allowable programs and activities under the AGE, IELCE and Corrections Education grant funding streams. It is **important to note** the submission of the consolidated RFP proposal and workbook through the Office of Grants Management's ShareFile folder is a critical step in the application process. Specific attention should be given to correctly following all instructions for submission. Failure to do so may result in delays to reviewing applications.

What Types of Proposals are Accepted?

FDOE is accepting **TWO** types of grant proposals: A) an *individual* adult education provider proposal and B) a *collective* adult education provider proposal. The grant proposal narrative and workbook can **ONLY** be submitted for **ONE** proposal type, *individual or collective*.

A. Individual Provider Proposal

Individual provider grant proposals may include narrative and support for services provided in a single county, therefore applying for allocated funding amounts in each funding stream for that one county, in whole or in part.

B. Collective Provider Proposal

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Collective provider grant proposals must include narrative and support for services provided in a defined geographic area that includes two or more counties where adult education will be delivered. Collective provider grant proposals must identify one agency that will act as the lead for the collective. The lead agency shall submit a single grant proposal on behalf of the collective outlining a plan to provide adult education and literacy activities throughout the defined geographic area, explaining the roles and responsibilities of each member agency.

The lead agency shall serve as the applicant agency of record, the legally recognized fiscal agent for the grant project and the single point of contact for FDOE. The lead agency is responsible for overseeing implementation of the grant including the project plan, grant project monitoring and fiscal management. All collective members are subject to the terms and conditions of the grant award, federal requirements and state policies.

Demonstrated effectiveness data from each member of the collective will be evaluated to determine if each member is an eligible provider of adult education. Each collective member agency must be determined by FDOE to be an eligible provider of demonstrated effectiveness for the collective application to be forwarded for review, scoring and consideration for funding.

Collective provider proposals must include assurances to protect individual county funding allocations in service of adult learners in that geographic area.

Do I Need to Complete a Notice of Intent-to-Apply?

Yes. A mandatory Notice of Intent-to-Apply form must be submitted to FDOE by **Friday, May 15, 2026.**

Notice of Intent-to-Apply provides FDOE with necessary information needed to create your agency's Office of Grants Management cloud-based "ShareFile" account associated with each TAPS number. Each agency is required to list two (2) individuals who may access the ShareFile account associated with the Adult Education Grant.

Notice of Intent-to-Apply is **mandatory** to be issued ShareFile folders to submit the grant application. However, eligible organizations which submit an Intent-to-Apply are not required to apply.

To submit your agency's Notice of Intent-to-Apply for the 2026–27 Consolidated RFP, please email DCAEGrantsCompetition@fldoe.org with the completed prompt below, including your agency's information.

Notice of Intent-to-Apply – Email Submission Template

To:	DCAEGrantsCompetition@fldoe.org
Subject:	Notice of Intent-to-Apply – 2026–27 Consolidated RFP (Agency Name)
Body	

The Basic for Getting Started

To whom it may concern,

On behalf of [Insert Eligible Applicant Agency Name] I am submitting a Notice of Intent-to-Apply for the 2026-27 AEFLA Consolidated Discretionary Competition Grant.

[Insert Eligible Applicant Agency Name] will be applying for the funding streams [Insert response: AGE ONLY, Corrections ONLY, IELCE ONLY, AGE and IELCE, AGE and Corrections, AGE, IELCE, and Corrections].

The agency is applying as a(n) [Insert response: Individual Agency or Collective] for the county(ies) [Insert county(ies)].

Agency Head Information

First Name: [Insert]

Last Name: [Insert]

Title: [Insert]

Email Address: [Insert]

Phone Number: [Insert]

Authorized ShareFile Contacts

(A minimum of two contacts required; up to four allowed)

Contact Person 1

First Name: [Insert]

Last Name: [Insert]

Title: [Insert]

Email Address: [Insert]

Phone Number: [Insert]

Contact Person 2

First Name: [Insert]

Last Name: [Insert]

Title: [Insert]

Email Address: [Insert]

Phone Number: [Insert]

Additional Contact 3 (optional)

First Name: [Insert]

Last Name: [Insert]

Title: [Insert]

Email Address: [Insert]

Phone Number: [Insert]

Additional Contact 4 (optional)

First Name: [Insert]

Last Name: [Insert]

Title: [Insert]

Email Address: [Insert]

Phone Number: [Insert]

Email Sender of the Notice of Intent-to-Apply

First Name: [Insert]

Last Name: [Insert]

Title: [Insert]

Email Address: [Insert]

Phone Number: [Insert]

Certification Statement

By submitting this Notice of Intent-to-Apply, I certify that the individuals listed above are authorized to access the OGM “ShareFile” system.

Name of Certifying Official: [Insert]

Date: [Insert]

Who Do I Contact with Grant Application Questions?

After reviewing all application materials including the RFP and Implementation Guide, eligible applicants may submit questions to the DCAE office. Questions must be submitted in writing to DCAEGrantsCompetition@fldoe.org by **May 29, 2026**. No phone calls will be accepted. Questions and responses will be posted on the FDOE website at: www.fldoe.org.

How Do I Submit a Grant Proposal to the FDOE?

A grant proposal can only be submitted to the FDOE through the Office of Grants Management’s ShareFile folders. Office of Grants Management will create a cloud-based ShareFile account and folder **specific to your agency and each TAPS number** according to the information submitted in your agency’s Intent-to-Apply.

Once ShareFile folders have been created and assigned, all required application materials must be submitted electronically to the Office of Grants Management via ShareFile folders as specified in the table below. When using the file naming convention, collective provider proposals should reflect the agency name and number of the lead fiscal agent.

When reviewing submission instructions, specific attention should be given to the federal funding source(s) requested by your agency’s grant proposal. **If more than one funding source is being applied for, multiple uploads of the same grant narrative and workbook will be required with different naming conventions based on the funding stream (AGE, IELCE, Corrections or a combination of sections) and corresponding ShareFile folder.** A DOE 100A specific to the TAPS# and funding source will also be required for submission to its

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corresponding ShareFile folder. DOE100A forms specific to each funding source can be found in the Appendices.

If you have questions regarding the submission of your grant proposal to ShareFile, please review all RFP documents provided and recorded funding webinars prior to submitting questions to DCAE.

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Grant Application ShareFile Submission Instructions	
Request Type	Files to Upload
<p>If applying for AGE Funds Only</p> <p>TAPS# 27B022</p>	<p><u>Upload all AGE files via ShareFile folder</u> AgencyNumber_AgencyName_XXB022_submitcompetition</p> <ol style="list-style-type: none"> 1) DOE 100A for AGE Funds Request (PDF) <ol style="list-style-type: none"> a) See *note below regarding the DOE100A. 2) Grant Narrative Section (PDF) <ol style="list-style-type: none"> a) Combine narrative into one single PDF file, including attachments b) File Naming Convention: <ol style="list-style-type: none"> i) 999_Agency Name_AGE Narrative.pdf. ii) Replace the number “999” with your agency grant number 3) AEFLA Consolidated Grant Workbook (Excel) <ol style="list-style-type: none"> a) File Naming Convention: <ol style="list-style-type: none"> i) 999_Agency Name_AGE AEFLA workbook.xlsx. ii) Replace the number “999” with your agency grant number
<p>If applying for IELCE Funds Only</p> <p>TAPS# 27B023</p>	<p><u>Upload all IELCE files via ShareFile folder</u> AgencyNumber_AgencyName_XXB023_submitcompetition</p> <ol style="list-style-type: none"> 1) DOE 100A for IELCE Funds Request (PDF) <ol style="list-style-type: none"> a) See *note below regarding the DOE100A. 2) Grant Narrative Section (PDF) <ol style="list-style-type: none"> a) Combine narrative into one single PDF file, including attachments b) File Naming Convention: <ol style="list-style-type: none"> i) 999_Agency Name_IELCE Narrative.pdf. ii) Replace the number “999” with your agency grant number 3) AEFLA Consolidated Grant Workbook (Excel) <ol style="list-style-type: none"> a) File Naming Convention: <ol style="list-style-type: none"> i) 999_Agency Name IELCE AEFLA workbook.xlsx. ii) Replace the number “999” with your agency grant number
<p>If applying for Corrections Funds Only</p> <p>TAPS# 27B021</p>	<p><u>Upload all Corrections files via ShareFile folder</u> AgencyNumber_AgencyName_XXB021_submitcompetition</p> <ol style="list-style-type: none"> 1) DOE 100A for Correction Funds Request (PDF) <ol style="list-style-type: none"> a) See *note below regarding the DOE100A. 2) Grant Narrative Section (PDF) <ol style="list-style-type: none"> a) Combine narrative into one single PDF file, including attachments b) File Naming Convention: <ol style="list-style-type: none"> i) 999_Agency Name_Corrections AEFLA Narrative.pdf.

The Basic for Getting Started

	<ul style="list-style-type: none"> ii) Replace the number “999” with your agency grant number <p>3) AEFLA Consolidated Grant Workbook (Excel)</p> <ul style="list-style-type: none"> a) File Naming Convention: <ul style="list-style-type: none"> i) 999_Agency Name_Corrections AEFLA workbook.xlsx. ii) Replace the number “999” with your agency grant number
<p>If applying for AGE and IELCE Funds</p> <p>TAPS# 27B022</p> <p>AND</p> <p>TAPS# 27B023</p>	<p>Upload to multiple folders will be required as follows: <u>Upload all AGE files via ShareFile folder</u> AgencyNumber_AgencyName_XXB022_submitcompetition</p> <ul style="list-style-type: none"> 1) DOE 100A for AGE Funds Request (PDF) <ul style="list-style-type: none"> a) See note below regarding the DOE100A. 2) Grant Narrative Section for AGE and IELCE (PDF) <ul style="list-style-type: none"> a) Combine narrative into one single PDF file, including attachments b) File Naming Convention: <ul style="list-style-type: none"> i) 999_Agency Name_AGE-IELCE Narrative.pdf. ii) Replace the number “999” with your agency grant number 3) AEFLA Consolidated Grant Workbook (Excel) <ul style="list-style-type: none"> a) File Naming Convention: <ul style="list-style-type: none"> i) 999_Agency Name_AGE-IELCE AEFLA workbook.xlsx. ii) Replace the number “999” with your agency grant number <p><u>Upload all IELCE files via ShareFile folder</u> AgencyNumber_AgencyName_XXB023_submitcompetition</p> <ul style="list-style-type: none"> 4) DOE 100A for IELCE Funds Request (PDF) <ul style="list-style-type: none"> a) See *note below regarding the DOE100A 5) AND Files 2-3 above with the same naming convention
<p>If applying for AGE and Corrections Funds</p> <p>TAPS# 27B022</p> <p>AND</p> <p>TAPS# 27B021</p>	<p>Upload to multiple folders will be required as follows: <u>Upload all AGE files via ShareFile folder</u> AgencyNumber_AgencyName_XXB022_submitcompetition</p> <ul style="list-style-type: none"> 1) DOE 100A for AGE Funds Request (PDF) <ul style="list-style-type: none"> a) See note below regarding the DOE100A. 2) Grant Narrative Section for AGE and Corrections (PDF) <ul style="list-style-type: none"> a) Combine narrative into one single PDF file, including attachments b) File Naming Convention: <ul style="list-style-type: none"> i) 999_Agency Name_AGE-CORRECTIONS AEFLA Narrative.pdf. ii) Replace the number “999” with your agency grant number 3) AEFLA Consolidated Grant Workbook (Excel) <ul style="list-style-type: none"> a) File Naming Convention: <ul style="list-style-type: none"> i) 999_Agency Name_AGE-CORRECTIONS AEFLA workbook.xlsx.

The Basic for Getting Started

	<p style="text-align: center;">ii) Replace the number “999” with your agency grant number</p> <p><u>Upload all Correction files via ShareFile folder</u> AgencyNumber_AgencyName_XXB021_submitcompetition</p> <p>4) DOE 100A for Correction Funds Request (PDF) a) See *note below regarding the DOE100A</p> <p>5) AND Files 2-3 above with the same naming convention</p>
<p>If applying for AGE, IELCE, and Corrections Funds</p> <p>TAPS# 27B022 AND TAPS# 27B023 AND TAPS# 27B021</p>	<p>Upload to multiple folders will be required as follows: <u>Upload all AGE files via ShareFile folder</u> AgencyNumber_AgencyName_XXB022_submitcompetition</p> <p>1) DOE 100A for AGE Funds Request (PDF) b) See note below regarding the DOE100A.</p> <p>2) Grant Narrative Section for AGE, IELCE and Corrections (PDF) a) Combine narrative into one single PDF file, including attachments b) File Naming Convention: i) 999_Agency Name_ AGE-IELCE-CORRECTIONS Narrative.pdf. ii) Replace the number “999” with your agency grant number</p> <p>3) AEFLA Consolidated Grant Workbook (Excel) a) File Naming Convention: i) 999_Agency Name_ AGE-IELCE-CORRECTIONS workbook.xlsx. ii) Replace the number “999” with your agency grant number</p> <p><u>Upload all IELCE files via ShareFile folder</u> AgencyNumber_AgencyName_XXB023_submitcompetition</p> <p>4) DOE 100A for IELCE Funds Request (PDF) a) See *note below regarding the DOE100A</p> <p>5) AND Files 2-3 above with the same naming convention</p> <p><u>Upload all Corrections files via ShareFile folder</u> AgencyNumber_AgencyName_XXB021_submitcompetition</p> <p>6) DOE 100A for Corrections Funds Request (PDF) a) See *note below regarding the DOE100A</p> <p>7) AND Files 2-4 above with the same naming convention</p>

***Note: DOE 100A, Project Application Form (a separate DOE 100A must be submitted for AGE funds requested, IELCE funds requested and/or Corrections funds requested).**

The Basic for Getting Started

Agencies must complete the form and submit with a signature from the agency head or other authorized person. All required forms must have signatures from an authorized entity. FDOE will accept electronic signatures from the agency head in accordance with section 668.50(2) (h), Florida Statutes.

- An “electronic signature” means an electronic sound, symbol or process attached to or associated with a record and executed by the person with the intent to sign (do not use signature password protection).
- FDOE will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
- FDOE will accept a typed signature, if the document is uploaded by the individual signing the document.

Section 3: Narrative Requirements and the Consolidated Grant Workbook

Key Points

- When responding in the narrative section, eligible providers (individual or collective) must provide four years of detailed responses to address adult education activities and services related to **each** federal funding stream. For example, if applying for AGE, Corrections and IELCE funds, the narrative response must address specific details related to all three programs. Collective provider grant proposals must address activities and services in each federal funding stream for the entire geographic region.
- Separate IET grant programs are required for AGE, Corrections Education and IELCE funding streams.
- AGE and IELCE funds may be used to support Family Literacy (Two-Generation) activities.
- In the **Budget Narrative** each eligible provider (individual or collective) will be required to submit a separate DOE101 Budget Narrative Form to outline proposed allowable costs and activities per funding stream. If a grant application is approved for the funding stream, FDOE will create separate project numbers for each and will issue individual DOE 200 Award Notifications per funding stream. Providers will be required to maintain separate fiscal records.
- Funded programs are responsible for aligning their plans with their Local Workforce Development Board's plans, collaborating with the local one-stop and collecting and reporting on required demographic and performance data.
- Funds received under this grant shall be used to supplement and not supplant funds already available to the applicant from other sources for purposes authorized by the WIOA Title II AEFLA grant.

The purpose of this section is to provide an overview of the narrative components of all three grants included in the consolidated grant application as well as a step-by-step guide to the consolidated grant workbook.

Grant Application Overview

The table below details the sections, number of questions, required uploads and WIOA considerations for each grant application section and are intended to help guide and organize your application. The table may be copied and saved locally to serve as a checklist or other local planning tool for ensuring completion of all application components.

Overview of Consolidated Grant Narrative with Corresponding WIOA Considerations				
Section	# of Questions	# of Points	Required Information	WIOA 34 CFR 463.20 Consideration(s)
Pre-Application Screening Requirements			✓ General Information (Grant Workbook, Tab B)	
			✓ Adult Education Demonstrated Effectiveness (Consolidated Grant Workbook, Tab C)	3
Section 1: Needs Assessment and Responsiveness to Regional Needs	13	39 Maximum		1, 3, 4, 10, 13
✓ Part A: Local Needs Assessment	3	9	✓ Grant Narrative	1, 3, 13
✓ Part B: Alignment and Partnership with Local Workforce Development Board (LWDB) Plan	7	12	✓ Grant Narrative ✓ Executed MOU with LWDB ✓ LWDB Plan Executive Summary (Appendix B)	4, 10
✓ Part C: Local Collaborative Partnerships	3	9	✓ Grant Narrative ✓ Adult Education Partnerships (Consolidated Workbook, TAB F)	10
Section 2: Instructional Quality, Evidence-Based Practices & Distance Online Learning	18	54 Maximum		2, 8, 11, 12
✓ Part D: Demonstrated Effectiveness	3	6	✓ Adult Education Demonstrated Effectiveness (Consolidated Workbook, TAB C)	2

Overview of Consolidated Grant Narrative with Corresponding WIOA Considerations				
Section	# of Questions	# of Points	Required Information	WIOA 34 CFR 463.20 Consideration(s)
			<ul style="list-style-type: none"> ✓ Adult Education Past Performance – Currently WIOA Funded Recipient (Consolidated Workbook, TAB D1) or Adult Education Past Performance – Not Currently WIOA Funded Recipient (Consolidated Workbook, TAB D2) ✓ Adult Education Enrollment Targets (Consolidated Workbook, TAB E) 	
✓ Part E: Performance Accountability and Data Collection	12	36	✓ Grant Narrative	2, 12
✓ Part F: Accessibility and Supportive Services	4	12	✓ Grant Narrative	2, 8, 11
Section 3: Instructional Quality, Evidence-Based Practices & Distance Online Learning	17	51 Maximum		5, 6, 7, 8, 9, 11, 12
✓ Part G: Instructional Quality	7	21	<ul style="list-style-type: none"> ✓ Grant Narrative ✓ Adult Education Personnel Chart (Consolidated Workbook, Tab J) ✓ Adult Education Program Offering Summary (Consolidated Grant Workbook, Tab G) ✓ Adult Education Schedule Summary (Consolidated Grant Workbook, Tab H) 	5, 6, 7, 9, 11
✓ Part H: Evidence-Based Practices	5	15	✓ Grant Narrative	5, 6, 8, 9

Overview of Consolidated Grant Narrative with Corresponding WIOA Considerations				
Section	# of Questions	# of Points	Required Information	WIOA 34 CFR 463.20 Consideration(s)
✓ Part I: Distance Online Learning	5	15	<ul style="list-style-type: none"> ✓ Grant Narrative ✓ Personnel Chart (Consolidated Grant Workbook, Tab I) 	6, 7, 11, 12
Section 4: Budget Narrative	6	18 Maximum		
✓ Part J: Budget Narrative			<ul style="list-style-type: none"> ✓ Grant Narrative ✓ DOE 101 – AGE (Consolidated Grant Workbook, Tab M) ✓ DOE 101 – AGE (Consolidated Grant Workbook, Tab M) ✓ DOE 101 – CORR (Consolidated Grant Workbook, Tab M) <i>if applicable</i> ✓ DOE 101 – CORR (Consolidated Grant Workbook, Tab M) <i>if applicable</i> ✓ DOE 101 – IELCE (Consolidated Grant Workbook, Tab M) <i>if applicable</i> ✓ DOE 101 – IELCE (Consolidated Grant Workbook, Tab M) <i>if applicable</i> 	
Additional Required Narrative Responses	14	Not Scored		1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 14
✓ Part K: Integrated Education and Training * Must complete if you offer IET programs under any funding stream or apply for IELCE funding.	5	Not Scored	<ul style="list-style-type: none"> ✓ Grant Narrative ✓ IET Program Offering Summary (Consolidated Grant Workbook, Tab I) 	1, 3, 4, 8, 10, 11, 12

Overview of Consolidated Grant Narrative with Corresponding WIOA Considerations				
Section	# of Questions	# of Points	Required Information	WIOA 34 CFR 463.20 Consideration(s)
✓ Part L: General Education Provisions for Federal Programs (GEPA)	5	Not Scored	✓ Grant Narrative	2, 5, 6, 8, 11, 14
✓ Part M: Family Literacy and Two Generation Approaches	4	Not Scored	✓ Grant Narrative	14
Only complete if also applying for Corrections Education, Section 225 funds.				
✓ Corrections Education	4	12	<ul style="list-style-type: none"> ✓ Grant Narrative ✓ DOE 101 – CORR (Consolidated Grant Workbook, Tab M) ✓ DOE 101 – CORR (Consolidated Grant Workbook, Tab M) 	2, 5, 6, 11
Only complete if also applying for IELCE, Section 243 funds.				
✓ IELCE	5	15	<ul style="list-style-type: none"> ✓ Grant Narrative ✓ DOE 101 – IELCE (Consolidated Grant Workbook, Tab M) ✓ DOE 101 – IELCE (Consolidated Grant Workbook, Tab M) 	2, 5, 6, 11, 13

Program Narrative Component Quick Guide

Section 1: Needs Assessment and Responsiveness to Regional Needs

Maximum Points 39

The purpose of this section is to provide a plan and vision for a comprehensive approach for the delivery of adult education — one that is based on identified instructional service needs, informed by employment needs in the region and aligned with the local workforce development boards (LWDB). The response will demonstrate how strategic, formal partnerships (current and proposed) will enhance the program and contribute to better outcomes for adult learners in the region. Data sources used to provide evidence need to be cited.

A. Local Needs Assessment (9 Points)

Part A gives applicants the opportunity to clearly demonstrate their understanding of adult education needs within their service area and how their program will address those needs through evidence-based planning. A needs assessment is a systematic process used to identify gaps between current conditions and desired outcomes. In the context of this grant application, a needs assessment helps applicants determine who in their community may be in need of adult education services, what specific barriers they face and how local labor market demands influence the types of instructional programs that should be offered. Conducting a thorough needs assessment ensures that proposed services are targeted, relevant and responsive to regional workforce priorities.

In Part A, applicants must describe labor market needs outlined in their LWDB plan, present demographic information about the geographic service area and identify all data sources used to substantiate the size and characteristics of the population that may benefit from adult education instruction. A strong response should rely on high-quality data such as American Community Survey (ACS) Educational Attainment and Ability to Speak English datasets, local high school graduation rates and any additional federal, state or local data that meaningfully supports the narrative.

Part A also requires applicants to explain how their program will address identified needs through specific services, strategies and recruitment efforts. This includes describing how the provider intends to reach and serve individuals most in need of literacy services, including those with multiple barriers to employment. Responses should demonstrate a clear connection between the needs identified in the data and the services the program will deliver.

Narrative responses should be organized as follows:

1. Describe the labor market needs identified in your Local Workforce Development Board (LWDB) plan and provide data sources. How will your program address these needs?

Click or tap here to enter text.

2. Describe the community demographics of the geographic area, including the number of individuals who are English language learners and/or who lack a high school diploma or

equivalent. At a minimum, applicants must use American Community Survey (ACS) data, specifically the Educational Attainment and Ability to Speak English data sets and high school graduation rates to substantiate the size and scope of the population within their service area that can benefit from adult education instructional services. Applicants may include additional federal, state or local data sources to further support their response.

Click or tap here to enter text.

3. Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment.

Click or tap here to enter text.

B. Alignment and Partnership with Local Workforce Development Board (LWDB) Plan (12 Points)

Part B focuses specifically on the applicant's partnership and alignment with their LWDB. Under WIOA, strong collaboration with the local workforce system is essential to ensure that adult education services support regional workforce strategies and contribute meaningfully to goals outlined in the LWDB's local plan. This section evaluates the extent to which eligible providers align their proposed activities and services with those strategies and activities of one-stop partners, as required under WIOA Section 231(e)(4). Applicants must demonstrate how adult education services connect with CareerSource operations, support co-enrollment opportunities and contribute to the shared responsibility of operating the one-stop delivery system.

Information submitted in **Appendix B (Alignment with LWDB Plan Executive Summary)**, will be provided to the LWDB for review and comment. This ensures the LWDB has an opportunity to evaluate whether the applicant's adult education services align with regional workforce priorities and allows eligible providers to revise their application if recommended. A strong response will show clear coordination, shared goals, defined roles and processes that support seamless navigation for adult learners across partner programs.

Narrative should address and be organized as follows:

1. Describe how your program coordinates with your local CareerSource delivery systems to provide access to adult education and literacy activities.

Click or tap here to enter text.

2. Describe how your adult education and literacy program coordinates and promotes concurrent enrollment in programs and activities under Title I through the local CareerSource center(s) in your region.

Click or tap here to enter text.

Narrative Requirements and the Consolidated Grant Workbook

3. Describe the status of your agency's Memorandum of Understanding (MOU) with the Local Workforce Development Board and how it outlines roles, responsibilities and cost-sharing for CareerSource operations.

Click or tap here to enter text.

- a. Submit a copy of the agency's executed MOU agreement including the local One-Stop Infrastructure Cost Agreement. Carefully review the Adult Education MOU Requirements to ensure the MOU complies with all federal requirements. If a MOU is not available at the time the application is submitted, an executed MOU must be submitted to FDOE prior to the issuance of the grant award notification.

MOU is completed and included in application.

4. Explain how your program contributes AEFLA funds, as appropriate, to support the shared costs of operating the CareerSource system (e.g., infrastructure costs) in alignment with agreements established by the Local Workforce Development Board (LWDB).

Click or tap here to enter text.

5. Explain how your agency participates in the ongoing operations of the CareerSource system in accordance with the terms of the MOU and WIOA requirements.

Click or tap here to enter text.

6. Describe how your agency ensures appropriate representation in collaboration with the State Board of Education and other state-level workforce partners, as required.

Click or tap here to enter text.

7. Complete and submit the Alignment with LWDB Plan executive Summary (Appendix B).

Appendix B is complete.

The LWDB will consider the written responses in the Executive Summary to determine the extent to which the application addresses the required considerations in 34 CFR §463.20 [34 CFR §463.21(c)]. In accordance with 34 CFR 463.21, FDOE will:

- Provide for the submission of all applications for funds under AEFLA to the appropriate LWDBs to review for consistency with the local plan;

- Provide an opportunity for the local board to make recommendations to the eligible agency or regional consortium to promote alignment with the local plan; and
- Consider the results of the review by the LWDB in determining the extent to which the application addresses the required AEFLA 13 Considerations in §463.20.

Note: The Executive Summary should only be **completed once (per eligible provider or collective)**, regardless of which AEFLA grant funds eligible providers are applying for and will serve as a connecting document between all three grant applications (Adult General Education, Corrections and IELCE). The Executive Summary must be submitted with each grant application, allowing the LWDB to review one comprehensive document summarizing the extent to which the eligible providers' grant application(s) are aligned with the LWDB under section 108 of WIOA. Eligible providers may be required to make modifications on sections of their grant application(s), depending on the comments and/or recommendations submitted by the LWDB.

C. Local Collaborative Partnerships (9 Points)

Part C focuses on applicants' coordination with education, training and social service partners across the community to strengthen career pathways for adult learners. WIOA requires eligible providers to demonstrate how their activities are integrated with other available resources in the region and how these partnerships expand access to comprehensive services that support learner persistence, skill development and successful transition to postsecondary education and employment. Under WIOA Section 231(e)(10), applicants must show how they establish and maintain strong links with K–12 schools, postsecondary institutions, workforce and one-stop partners, job training programs, social service agencies, community-based organizations, nonprofit organizations, industry groups, labor organizations and other intermediaries.

This section evaluates the depth and effectiveness of a provider's collaborative efforts, including shared referrals, coordinated wraparound services, jointly designed career pathways and leveraging or braiding of regional resources. A strong response will demonstrate that partnerships are purposeful, clearly defined and aligned with labor market needs, resulting in a more efficient and supportive system for adult learners.

Narrative should address and be organized as follows:

1. Describe any cooperative arrangements your program has with agencies, institutions or organizations to support the delivery of adult education and literacy activities (e.g., sharing facilities, staff, referrals or services).

Click or tap here to enter text.

2. Explain how your program coordinates with other available education, training and social service resources in the community to strengthen career pathways. Include examples of partnerships with K–12 schools, postsecondary institutions, CareerSource centers, job training programs, social service agencies, businesses, industry groups, labor organizations, community-based or nonprofit organizations and other intermediaries.

Click or tap here to enter text.

3. Complete the **Adult Education Partnership** (Tab F) in the Consolidated Grant Workbook. This chart lists collaborative partners contributing to improved learner outcomes. Identify which partners are sub-recipients receiving funds to support the four-year grant cycle.

Adult Education Partnership (Consolidated Grant Workbook, Tab F) Complete

Note: If the grantee is subcontracting services to another entity (sub-recipient receiving funds must adhere to all federal and state assurances related to AEFLA). The grantee is solely responsible for:

- a. All programmatic reporting and fiscal management of the project and ensuring that sub-recipients who provide instructional services will accurately collect data to report on such performance indicators.
- b. Clearly delineating the following information related to the sub-recipient(s): sub-recipient name, contact person, email, address, contact phone number, projected outcome of services and instructional practices to be provided by the sub-recipient, total funding amount to sub-recipient, identification that services provided are instructional or non-instructional and total funding amount for instructional services, if applicable.
- c. Ensuring Contractual Service Agreement(s) are in compliance with sections 215.422, 215.971, 216.347, 216.3475, 287.058 and 287.133, Florida Statutes; Rule 60A-1.017, Florida Administrative Code.
- d. All proposed contractual expenditures between the fiscal agent and sub-recipients shall be accompanied by a formal, properly executed (agency head or designee's signature and subcontractor signature), clear and comprehensive agreement which provides the legal basis for enforcement before rendering any contractual services. Because the success of a project can be directly linked to the quality of the agreement, issuing a formal agreement including a detailed scope of work is critical.

Section 2: Demonstrated Effectiveness and State Performance Targets

Maximum Points 54

The purpose of section two is to evaluate applicants' ability to deliver high-quality adult education services by demonstration of past effectiveness, meeting established state performance targets and maintenance of strong data quality and accountability practices. This section reflects core federal requirements under WIOA Title II, which prioritizes funding for providers that have a proven record of improving learner outcomes and the capacity to meet state-adjusted performance targets outlined in WIOA Section 116. Applicants must use accurate data, provide clear evidence of impact and describe systems and processes that ensure consistent program quality.

A comprehensive response in section two helps FDOE determine whether an applicant is well-positioned to deliver services that support measurable skill gains, attainment of recognized credentials and successful transitions into employment and postsecondary education. This section also verifies that a provider has strong data collection and reporting processes that produce valid, reliable information for federal and state accountability systems.

Narrative guidance for each subsection is provided below.

D. Demonstrated Effectiveness (6 Points)

Part D requires applicants to provide clear, verified evidence that they have successfully improved literacy and educational outcomes of adult learners. Demonstrated effectiveness is a federal eligibility requirement under **34 CFR 463.24**, which states that *all applicants must submit valid data showing past effectiveness in serving eligible individuals*. This requirement ensures that AEFLA funds are awarded only to providers with a proven record of delivering high-quality instruction and measurable results.

Tab C – Adult Education Demonstrated Effectiveness (Required Eligibility Check)

Tab C must be completed by all applicants and will be reviewed during the **pre-screening process** to determine whether the applicant is eligible to compete for AEFLA funding.

Florida has established a statewide standard for demonstrated effectiveness, as outlined in the RFP and detailed below:

Florida’s Standard for Demonstrated Effectiveness

Applicants must achieve **at least a one percent** completion rate in Measure 2 - *% of all participants who have demonstrated improvement as measured by a standardized test in the content domains of reading, writing, mathematics, ESL and other subject areas relevant to the services contained in the application for each year 2023-2024 and 2024-2025.*

Additional requirements include:

- Eligible providers that do not submit sufficient evidence of demonstrated effectiveness, as required in Tab C, will be deemed ineligible, removed from the competition and formally notified.
- Only eligible providers that meet the demonstrated effectiveness standard will advance through the grant review process and be considered for funding.

Note to Applicants

Applicants who do **not** meet the state’s Demonstrated Effectiveness standard the application will **not** advance past the pre-screening phase and **cannot** be considered for funding.

Connection to Part D Narrative

Once eligibility is confirmed through Tab C, applicants must then complete the Past Performance (Tab D1 or D2) and Enrollment Targets (Tab E). These tabs provide additional evidence of program impact and capacity. The narrative responses that follow should clearly explain the applicant's performance history, contextualize their data and demonstrate readiness to meet or exceed performance expectations in the upcoming grant cycle.

Narrative should address and be organized as follows:

1. Complete the **Adult Education Demonstrated Effectiveness – All Applicants** (Tab C).
 Adult Education Demonstrated Effectiveness – All Applicants (Consolidated Grant Workbook, Tab C) Complete
2. Complete the **Adult Education Past Performance - Currently WIOA Funded Recipient** (Tab D1) or **Adult Education Past Performance - Not Currently WIOA Funded Recipient** (Tab D2).
 Adult Education Past Performance – Currently WIOA Funded Recipient (Consolidated Grant Workbook, Tab D1) or
 Adult Education Past Performance - Not Currently WIOA Funded Recipient (Consolidated Grant Workbook, Tab D2) Complete
3. Complete the **Adult Education Enrollment Targets** (Tab E).
 Adult Education Enrollment Targets (Consolidated Grant Workbook, Tab E) Complete

** Note: FDOE expects AEFLA funded agencies to enroll no less than 20 students.*

E. Performance Accountability and Data Collection (36 Points)

Part E evaluates applicants' capacity to meet or exceed the state-adjusted levels of performance for the primary indicators under WIOA Section 116. Accountability is a cornerstone of adult education funding, and Florida is committed to investing in programs that consistently demonstrate high effectiveness and a strong record of student success. Applicants must understand that performance outcomes—measurable skill gains, credential attainment, employment and earnings—directly influence program evaluation, monitoring, continuous improvement and future funding decisions. The scoring of this application is designed to support providers that not only meet these targets but also have systems in place to surpass them through strong instructional practices, data-driven decision-making and comprehensive student support.

Successful applicants will demonstrate a clear understanding of the state's performance expectations and provide detailed explanations of how their instructional design, recruitment efforts, career pathways, student support services and partnerships will contribute to achieving

these outcomes. This includes showing intentional use of data to guide program planning, monitor progress, identify performance gaps and implement timely interventions.

Describe how the eligible provider will meet or exceed the state-adjusted levels of performance for the primary indicators of performance identified in Florida’s Combined State Plan under WIOA Section 116 by answering the questions below.

State-Adjusted Levels of Performance

2025 State Performance Targets	
Minimum Performance Levels for Florida Adult Education Programs	
Measurable Skill Gain	35.7%
Credential Attainment	21.8%
Employment (Second Quarter After Exit)	31.0%
Employment (Fourth Quarter After Exit)	28.2%
Median Earnings	\$5,840
Post-Test Rate	70%

E1. Performance Accountability

Narrative should address and be organized as follows:

1. Describe the program’s past effectiveness, supported by the data provided in the Past Performance table, in improving the literacy of eligible individuals to meet the state’s performance levels, especially with respect to eligible individuals who have low levels of literacy.

Click or tap here to enter text.

2. Describe how the program’s instructional design, recruitment strategies and student support services are aligned to achieve performance outcomes in measurable skill gains (MSG), credential attainment, employment and median earnings.

Click or tap here to enter text.

3. Describe how the program will use data to monitor progress toward meeting state-adjusted levels of performance for the primary indicators under WIOA Section 116, including measurable skill gains, credential attainment, employment and median earnings.

Click or tap here to enter text.

4. Explain how your program will plan for addressing underperformance if any indicator falls below the state target.

Click or tap here to enter text.

E2. Data Collection

Narrative should address and be organized as follows:

5. Describe the agency's data management information system and practices for each of the following:

- a. How student attendance records are tracked.

Click or tap here to enter text.

- b. How student pre- and post-assessments are tracked and verified.

Click or tap here to enter text.

- c. How student outcomes are tracked, including measurable skill gains, credential attainment and employment outcomes.

Click or tap here to enter text.

- d. How student and program data are provided to teachers and staff to improve instruction and ensure program effectiveness.

Click or tap here to enter text.

- e. How the agency ensures data collection, privacy, and quality in compliance with federal and state reporting requirements.

Click or tap here to enter text.

- f. How data is used for continuous program and system improvement.

Click or tap here to enter text.

- g. How data is shared with LWDB partners (e.g., CareerSource, Vocational Rehabilitation) to support coordinated service delivery and strategic improvements.

Click or tap here to enter text.

6. Describe how agency personnel engage in the collection, entry, attestation, correction of errors, and resolution of data issues within the local management information system.

compliance with the National Reporting System (NRS) and state reporting systems (e.g., WDIS, CCTCMIS). Explain any current limitations and how these will be addressed.

Click or tap here to enter text.

F. Accessibility and Support Services (12 Points)

Part F assesses how programs ensure access to adult education services by accommodating students and staff with disabilities and providing the supports necessary for learners to persist and succeed. Under the Americans with Disabilities Act and WIOA, programs must provide accessible environments, appropriate accommodations and supportive services that reduce barriers to participation.

Applicants should describe policies and practices for serving individuals with disabilities, including identification, referral, accommodations and instructional supports. In addition, responses must address how student needs are assessed and how services such as childcare, transportation, mental health supports and flexible scheduling contribute to persistence and successful transitions into postsecondary education, training and employment.

Narrative should address and be organized as follows:

1. Describe the policies in this four-year plan adopted by the eligible provider to accommodate students and staff with disabilities, including learning disabilities, as described in the American Disabilities Act of 1990 (42 U.S.C. 12102).

Click or tap here to enter text.

2. Describe the student support and transition services that support the four-year plan for quality instructional programming. The response must include the following:
 - a. How the program identifies and assesses the educational, support and service needs of all students, including how the provider or its partners deliver the services and resources necessary to address them

Click or tap here to enter text.

- b. How the program provides student advisement services to facilitate transition to postsecondary education/training and employment.

Click or tap here to enter text.

- c. How the program offers flexible schedules and coordinates federal, state and local support services (*such as childcare, transportation, mental health services and career planning*) to provide a quality learning system for all students, including individuals with disabilities or other special needs, to attend and complete programs.

Click or tap here to enter text.

Section 3: Instructional Quality, Evidence-Based Practices & Distance Online Learning

Maximum Points 51

The purpose of section three is to evaluate the quality of instructional services offered by applicants, the extent to which instruction is grounded in rigorous research and evidence-based practices and the applicant's capacity to deliver high-quality learning modalities. WIOA emphasizes that adult education activities must be of sufficient intensity and quality to support substantial learning gains and must incorporate instructional practices that reflect the most rigorous research available. Florida's goal is to fund programs that maintain high instructional standards, integrate research-based strategies and ensure all learners—regardless of instructional modality—have access to meaningful, effective learning opportunities that support measurable skill gains and long-term success.

This section also reinforces the state's expectation that AEFLA-funded providers use instructional designs, professional development systems and technology integration approaches that improve program outcomes and support access for all learners. Programs should demonstrate that staffing, course structures, instructional modalities and scheduling decisions are intentionally designed to support quality learning experiences, increase student persistence and contribute to meeting and surpassing state performance targets. In addition, applicants offering distance online learning must show that their virtual instruction is aligned to best practices in adult education, supported by appropriate digital tools and structured to ensure that student attendance, engagement and learning outcomes are accurately measured and reported.

Narrative guidance for each subsection is provided below.

G. Instructional Quality (21 Points)

Part G examines whether an applicant has the instructional capacity and program structures necessary to deliver high-quality adult education. This includes ensuring that instructors, counselors and administrators meet state qualifications, documenting staffing levels in the Personnel Chart (Tab J) and describing enrollment structures and instructional modalities. Programs must show that their chosen models—whether managed enrollment, open-entry/open-exit, in-person, online or blended—are strategically selected to support quality learning, sufficient instructional intensity and improved outcomes for all learners.

Applicants should also demonstrate how technology is integrated to expand access, support instructional quality and help learners build digital literacy skills, especially for students with low literacy levels or learning disabilities. Strong responses will provide examples of evidence-based technology practices that contribute to measurable improvements in student performance.

Narrative should address and be organized as follows:

1. Describe the agency's minimum qualifications for the instructors, counselors and administrators delivering the program activities during the four-year plan, ensuring these qualifications meet or exceed all applicable state requirements for adult education personnel.

Click or tap here to enter text.

2. Complete the **Adult Education Personnel Chart** (Tab J) in the Consolidated Grant Workbook to document the instructional personnel available during the four-year plan.

Adult Education Personnel Chart (Consolidated Grant Workbook, Tab J) Complete

3. Identify the program's enrollment structure (*managed enrollment or open-entry/open-exit*) and the course modalities offered (*classroom, laboratory, synchronous online, asynchronous online and blended*). For blended instruction, specify which modalities are combined. Describe how the chosen enrollment structure and instructional modalities support quality learning experiences and improved student outcomes.

Click or tap here to enter text.

4. Describe the minimum participation and attendance requirements for students (such as minimum number of instructional hours a student may register for per week and registration windows based on enrollment structure). Explain how these thresholds ensure sufficient instructional intensity and duration, consistent with research-based practices shown to support measurable learning gains.

Click or tap here to enter text.

5. Complete the **Adult Education Program Offering Summary** (Tab G) and the **Adult Education Schedule Summary** (Tab H) in the Consolidated Grant Workbook to document the programs offered at your institution and the detailed schedule of program offerings by instructional site.

Adult Education Program Offering Summary (Consolidated Grant Workbook, Tab G) Complete

Adult Education Schedule Summary (Consolidated Grant Workbook, Tab H) Complete

6. Describe how the program strategically integrates technology to expand access and improve the quality of instruction. Include how technology is used to deliver online curriculum, support learners with low literacy levels or learning disabilities and strengthen digital literacy skills. Provide examples of evidence-based practices or data demonstrating that technology integration in your program contributes to measurable performance gains.

Click or tap here to enter text.

H. Evidence-Based Practices (15 Points)

Part H focuses on an applicant's ability to provide instruction that is grounded in research-based methods proven to support learning gains. Programs must describe how they ensure instructional intensity and quality, incorporate the essential components of reading instruction and provide contextualized learning opportunities that integrate academic skill development with workforce preparation. Applicants should detail how instructional strategies are intentionally selected and embedded across levels and content areas to support transitions into postsecondary education, training and employment.

Another key component of this section is professional learning. Applicants must describe how their ongoing professional learning systems strengthen staff knowledge in instructional practice, assessment, adult education policies and career pathways. A strong response will show that professional learning is used strategically to ensure instructors can implement evidence-based strategies that lead to improved student outcomes.

Narrative should address and be organized as follows:

1. Describe how the program ensures instruction is of sufficient intensity and quality to support substantial learning gains. Include how instructional design, duration and delivery are informed by rigorous research and evidence-based practices in adult education.

Click or tap here to enter text.

2. Describe how the program incorporates instructional practices that include the essential components of reading instruction. Explain how these practices are embedded across instructional levels and supported through staff training, curriculum design and classroom implementation.

Click or tap here to enter text.

3. Describe how the program provides contextualized learning experiences that integrate academic and workforce preparation skills. Explain how these experiences equip

students to transition to and complete postsecondary education or training programs and to obtain and advance in employment that supports long-term economic self-sufficiency.

Click or tap here to enter text.

4. Describe the agency's plan for implementing continuous professional learning to ensure staff are knowledgeable about adult education instruction, assessment, policies, procedures, career pathways strategies and other state priorities.

Click or tap here to enter text.

5. Describe how the agency's professional learning plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes.

Click or tap here to enter text.

I. Distance Online Learning (15 Points)

Part I evaluates an applicant's capacity to deliver high-quality instruction in online or blended formats. Programs offering distance education must clearly describe their enrollment structures, instructional modalities, attendance policies, hour tracking procedures and digital platforms. This includes demonstrating how technology and digital tools are used to increase both the quantity and quality of learning opportunities and how these tools are integrated with instructional delivery to produce measurable gains.

Applicants must also describe how distance learning instruction aligns with evidence-based practices in reading, writing, speaking, mathematics and English language acquisition, ensuring that virtual learning is held to the same instructional standards as traditional classrooms. Programs must explain how they will meet Florida's requirement to post-test 70% of enrolled learners and track measurable skill gains, credential attainment and engagement for distance learners. The state expects applicants to use data to monitor persistence and resiliency in distance learning compared to classroom-based instruction and to adapt strategies accordingly to ensure success.

Narrative should address and be organized as follows:

1. If your program offers distance online learning, identify the enrollment structure (managed or open entry/exit), instructional modality(ies) (synchronous, asynchronous or blended), attendance requirements, instructional hour tracking methods and learning platforms utilized.

Click or tap here to enter text.

2. Describe how technology, digital services and delivery systems are utilized for distance online learning to increase both the amount and quality of learning. Explain how these tools and systems are integrated into instruction and how their use leads to improved student performance and measurable program outcomes.

Click or tap here to enter text.

3. Describe how distance online learning activities, including instruction in reading, writing, speaking, mathematics and English language acquisition instruction, are grounded in the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice.

Click or tap here to enter text.

4. Describe how procedures are adapted to ensure distance learners meet the state's expectation for each program as it relates to MSG's credential attainment and ensuring 70% of enrolled participants are post-tested. *(Note: For post-testing, alternative assessed students are excluded from the measure.)*

Click or tap here to enter text.

5. Describe how data and information is gathered and analyzed by the program to monitor student engagement and resiliency in distance learning compared to traditional classroom-based instruction.

Click or tap here to enter text.

Section 4: Required Budget Narrative Maximum Points 18

J. Budget Narrative (18 Points)

Section J evaluates whether applicants' proposed budget is reasonable, allowable, aligned with the goals of the four-year plan and supports high-quality adult education services consistent with WIOA and AEFLA requirements. The budget narrative is a critical component of the application because it demonstrates the applicant's fiscal planning capacity, strategic use of federal resources and ability to manage funds responsibly to support improved performance outcomes for adult learners.

A strong budget narrative shows a clear connection between planned expenditures and instructional, programmatic and operational activities described throughout the application. Applicants must demonstrate how AEFLA funds will be used **to supplement, not supplant**, existing federal, state, local or private resources that support adult education. Additionally, programs must show that budget decisions are grounded in thoughtful planning, realistic projections and adherence to allowable cost principles, as defined in federal guidance, state policy and OCTAE Program Memorandum 17-2.

Narrative should address and be organized as follows:

1. Describe how the funds requested will be spent to meet the objectives consistent with the requirements of WIOA, as outlined in the eligible providers' written narrative responses.

Click or tap here to enter text.

2. Describe any other funding sources (federal, state, local, or private) that support your adult education program. Explain how the AEFLA Title II funds requested in this application will *supplement*—and not *supplant*—those existing funds. Include a brief description of how the combined use of these resources enhances program services and outcomes for adult learners.

Click or tap here to enter text.

3. Provide a detailed budget (**Budget Narrative, Form DOE 101**) for each funding stream **AGE WIOA Section 231** (Tab M), **Corrections Education WIOA Section 225** (Tab N) and/or **IELCE WIOA Section 243** (Tab O). The written narrative must clearly provide direct linkage to the adult education program.

DOE 101- AGE (Consolidated Grant Workbook, Tab M) Complete, *if applicable*

DOE 101- CORR (Consolidated Grant Workbook, Tab N) Complete, *if applicable*

DOE 101- IELCE (Consolidated Grant Workbook, Tab O) Complete, *if applicable*

4. Complete Projected Equipment Purchase forms for each funding stream **AGE WIOA Section 231** (Tab P), **Corrections Education WIOA Section 225** (Tab Q) and/or **IELCE WIOA Section 243** (Tab R), as necessary. Leave these blank if no equipment will be purchased with the funds.

DOE 101 – AGE (Consolidated Grant Workbook, Tab M) Complete, *if applicable*

Projected Equipment - CORR (Consolidated Grant Workbook, Tab Q) Complete, *if applicable*

Projected Equipment - IELCE (Consolidated Grant Workbook, Tab R) Complete, *if applicable*

5. Describe how funds identified as Career Services and Training Services in the project disbursement report DOE 499 will be identified as expenditures aligned with the allowable activities outlined in [Attachment VII, Table C of OCTAE Program Memorandum 17-2](#).

Click or tap here to enter text.

6. Describe the process used to develop and manage the program budget to ensure accuracy, alignment with planned activities and minimize the need for amendments. Explain how the budget development process reflects thoughtful planning, realistic projections and adherence to allowable cost principles to prevent the need for post-award revisions.

Click or tap here to enter text.

In the Consolidated Grant Workbook – click on the appropriate DOE 101 Budget tab (AGE, Corrections or IELCE). Eligible providers must complete all applicable budget sheets.

When completing the Budget Narrative form, under Column (3), Account Title and Narrative, specify the budgetary expenditures (e.g., salaries, equipment, supplies) for each line item. Expenditures should focus on performance improvement, as noted in the application.

Additional Required Narrative Responses

The following narrative responses (K, L and M) are required.

The Additional Required Narrative Responses section includes critical federal and state compliance requirements that all applicants must review and respond to carefully. While this section is not scored, the questions are mandatory, and failure to provide complete responses may result in an application being deemed incomplete, noncompliant or ineligible for funding. Applicants must ensure that each applicable subsection is fully addressed.

Many of these requirements stem directly from federal law and regulations governing AEFLA Title II programs, including 34 CFR Part 463, the Workforce Innovation and Opportunity Act (WIOA), and GEPA Section 427. These sections help FDOE verify that applicants can meet statutory expectations, protect access for students and staff with disabilities, maintain state-approved IET programs and support broader state educational goals.

Narrative guidance for each subsection is provided below.

K. Integrated Education and Training (IET)

Part K requires applicants to demonstrate how they design, implement and sustain IET programs aligned with workforce priorities and labor market needs. Under federal law, IELCE-funded agencies must provide IET as a core required component of their program. While AGE and Corrections providers are not federally required to offer IET, any provider with state-approved active AGE and/or Corrections IET programs must answer all questions in this section.

Failure to respond may result in the state inactivating the provider's IET program(s).

Applicants must demonstrate how their IET programs enable participants to obtain industry-recognized credentials, secure or advance in employment leading to economic self-sufficiency and/or transition to postsecondary education and training. IET refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of education and career advancement. Programs should demonstrate how IET program offerings align with workforce priorities and result in meaningful, credential-based outcomes for adult learners. ([CFR 463.20\(d\)\(8\)](#))

The following narrative responses are required for:

- eligible agencies applying for IELCE funding, as well as,
- eligible agencies applying for AGE and Corrections funding with state approved and active IET programs.

Narrative should address and be organized as follows:

1. Describe the industry sectors and occupations supported by your IET programs. Explain how labor market information, employer input and your LWDB plan informed the selection of these programs. Discuss how each IET aligns to credentials of value and supports employment and advancement opportunities for adult learners.

Click or tap here to enter text.

2. Describe how your agency identifies, informs and recruits potential IET participants, particularly individuals most in need of literacy and workforce training services. Include how your agency and partners coordinate referrals, promote awareness of available opportunities and connect students to training options aligned with regional workforce needs.

Click or tap here to enter text.

3. Describe how your agency collaborates with partners—such as CareerSource centers, postsecondary institutions, employers, industry associations and community organizations—to plan, implement and sustain IET programs. Explain how these partnerships support co-enrollment, resource sharing, work-based learning, credential attainment and employment outcomes.

Click or tap here to enter text.

4. Describe how your agency collects, tracks and uses data to assess IET program performance and guide decision-making. Explain how staff analyze and apply data to strengthen program quality, align services with workforce needs and promote shared accountability among staff and partners.

Click or tap here to enter text.

5. Complete the **IET Program Offering Summary** (Tab I) in the Consolidated Grant Workbook to document the IET programs available during the four-year plan.

IET Program Offering Summary (Consolidated Grant Workbook, Tab I) Complete

L. General Education Provisions Act (GEPA) – For Federal Programs

Questions in Part L are not scored but required for all federal grant programs. Eligible agencies must provide a concise description of the process to ensure participation of students, teachers and other program beneficiaries with disabilities. For details, refer to [General Education Provisions Act \(GEPA\) section 427 \(PDF\)](#).

Support for Strategic Imperatives

1. Describe how the project will incorporate one or more of the goals included in the [State Board of Education's K-20 Strategic Plan](#).

Click or tap here to enter text.

**Optional: Family Literacy and Two Generation Approaches
Not Required**

The state will consider *activities that are of sufficient intensity and quality; to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs and that integrate all of the following activities:*

- A. Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement and economic self-sufficiency.
Click or tap here to enter text.
- B. Interactive literacy activities between parents or family members and their children.
Click or tap here to enter text.
- C. Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
Click or tap here to enter text.
- D. An age-appropriate education to prepare children for success in school and life experiences.
Click or tap here to enter text.

AELFA Sections 203(9) (A-D)

M. Family Literacy and Two Generation Approaches

Questions in Part M are not scored but optional for applicant's to address how they plan to develop and implement two-generation approaches to family literacy.

1. Discuss the progress and evolution of two-generation approaches as outlined in year one of the four-year plan. Provide an update on the identification of suitable provider partners and the collaborative development of two-generation models. Offer insights into the partners' capacity to deliver comprehensive two-generation services.

Click or tap here to enter text.

2. Additionally, include details on:
 - a. Curriculum/material intended to be used to provide instruction to this population;

Click or tap here to enter text.

- b. Types of activities that will be implemented in the program; and

Click or tap here to enter text.

- c. Partnerships, support services and accommodations.

Click or tap here to enter text.

Corrections Education and Education of Other Institutionalized Individuals – Sections 225 (12 Points)

Questions in this portion of the application should only be completed if applying for Corrections Education, Section 225 funds. Points will not be deducted from the total score if an applicant chooses to not apply for Corrections Education funds.

Specific funding will be made available for Corrections Education and the Education of Other Institutionalized Individuals within Section 231 funding (WIOA, section 225). Funds must be used for the cost of educational programs for criminal offenders in correctional institutions and other institutionalized individuals, including academic programs for:

- Adult Education and Literacy Activities;
- Special Education Programs as Determined by the Eligible Agency;
- Secondary School Credit;
- Integrated Education and Training;
- Career Pathways;
- Concurrent Enrollment;
- Peer Tutoring; and
- Transition to Re-entry Initiatives and other Post-release Services with the Goal of Reducing Recidivism.

The term *criminal offender* is defined as any individual charged with or convicted of any criminal offense. Services must be provided to individuals likely to leave the correctional institution within five years of participation in the program.

The term *correctional institution* is defined as any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Narrative Questions

1. List the academic programs to be offered to criminal offenders in correctional institutions and other institutionalized individuals. Explain how the corrections education program will meet the needs of the community through the identified academic programs.

Click or tap here to enter text.

2. Provide an explanation of how priority will be given to individuals who are likely to leave the correctional institution within five (5) years of participation in the corrections education program.

Click or tap here to enter text.

3. Describe how the program will ensure that classes are of sufficient intensity and duration and the environment is conducive to learning.

Click or tap here to enter text.

4. In the Budget Narrative Section each eligible provider will be required to submit a separate **DOE 101 Budget Narrative Form** (Tab N) to outline Corrections Education proposed allowable cost and activities. If approved for Corrections Education funding, FDOE will create separate project numbers for each funding stream. Providers will be required to maintain separate fiscal records.

DOE 101- CORR (Consolidated Grant Workbook, Tab N) Complete

Integrated English Literacy and Civics Education (IELCE) – Section 243 (10 Points)

Questions in this portion of the application should only be completed if an applicant is applying for IELCE, Section 243 funds. Points will not be deducted from the total score if an applicant chooses to not apply for IELCE funds.

WIOA Title II [§203(12)] authorizes funding of programs providing adult education and literacy activities to English language learners, including professionals with degrees and credentials from their native countries, that enables such adults to achieve competency in the English language and acquire both basic and advanced skills necessary to function effectively as parents, workers and citizens of the United States. These services include:

- academic instruction in literacy and ELA;
- instruction on the rights and responsibilities of U.S. citizenship and civic participation; and
- workforce training.

Required components of an IELCE program include:

- ELA (speaking and comprehension);
- Literacy (reading and writing);
- Civics education (the rights and responsibilities of citizenship and civic participation); and
- IET.

Important Reminders:

- All questions in the Narrative section also apply to the IELCE program and should be noted in the applicant's responses. There are additional specific narrative questions in this section.
- Since IELCE WIOA Section 243 funds are provided under a separate federal grant to FDOE, funds provided for IELCE must only be used to support activities related to a provider's IELCE program.

Narrative Questions

1. Describe strategies to identify and recruit English language learners for participation in the proposed IELCE program(s), including those learners with advanced degrees from other countries.

Click or tap here to enter text.

2. Describe how English language learners participating in IELCE can engage in the three required components: a) instruction in English language acquisition and civics education; b) workforce preparation activities; and c) workforce training. Describe how these components occur simultaneously (rather than sequentially) and are based on a single set of learning objectives.

Click or tap here to enter text.

3. Describe how the IELCE program(s) will prepare participants to transition into unsubsidized employment in occupations leading to family-sustaining careers.

Click or tap here to enter text.

4. Describe how braided funding and/or cost sharing agreements with partners will support the workforce training component of the proposed IELCE program(s).

Click or tap here to enter text.

5. In the Budget Narrative Section each eligible provider will be required to submit a separate **DOE 101 Budget Narrative Form** (Tab O) to outline IELCE proposed allowable cost and activities. If approved for IELCE funding, FDOE will create separate project numbers for each funding stream. Providers will be required to maintain separate fiscal records.

DOE 101- IELCE (Consolidated Grant Workbook, Tab O) Complete

Workbook Completion Guide: Instructions for the AEFLA Consolidated Grant Workbook

The AEFLA Consolidated Grant Workbook is a required component of the grant application and must be completed in full for the application to be considered complete. The workbook serves as the standardized reporting tool through which applicants document demonstrated effectiveness, past performance, enrollment targets, partnerships, program offerings, schedule summary, IET programs, staffing, budget narrative details and equipment purchases. Each tab aligns directly with narrative requirements in the RFP application and provides critical quantitative evidence to support the applicant's four-year plan.

The Consolidated Grant Workbook has been designed with automated formulas, preset formatting and locked cells to maintain data integrity and ensure that calculations align with state and federal reporting requirements. **Only designated cells are editable. Applicants should not attempt to unlock cells, override protections or create their own formulas.** Altering the workbook structure, formulas or protections may result in inaccurate data reporting and could negatively affect the scoring of the application.

Applicants must carefully review and follow the instructions provided in this guide to ensure that all data entered is accurate, complete and aligned with the corresponding narrative responses.

This section of the Implementation Guide provides a tab-by-tab overview of the workbook, accompanied by images of each worksheet and detailed instructions for completing every required field. For each tab, the guide outlines:

- **Purpose**
- **Instructions**
- **Screenshot Reference**

Applicants should complete the workbook carefully, verify all entries prior to submission and ensure consistency between the workbook, narrative responses and required attachments.

Tab A: General Information

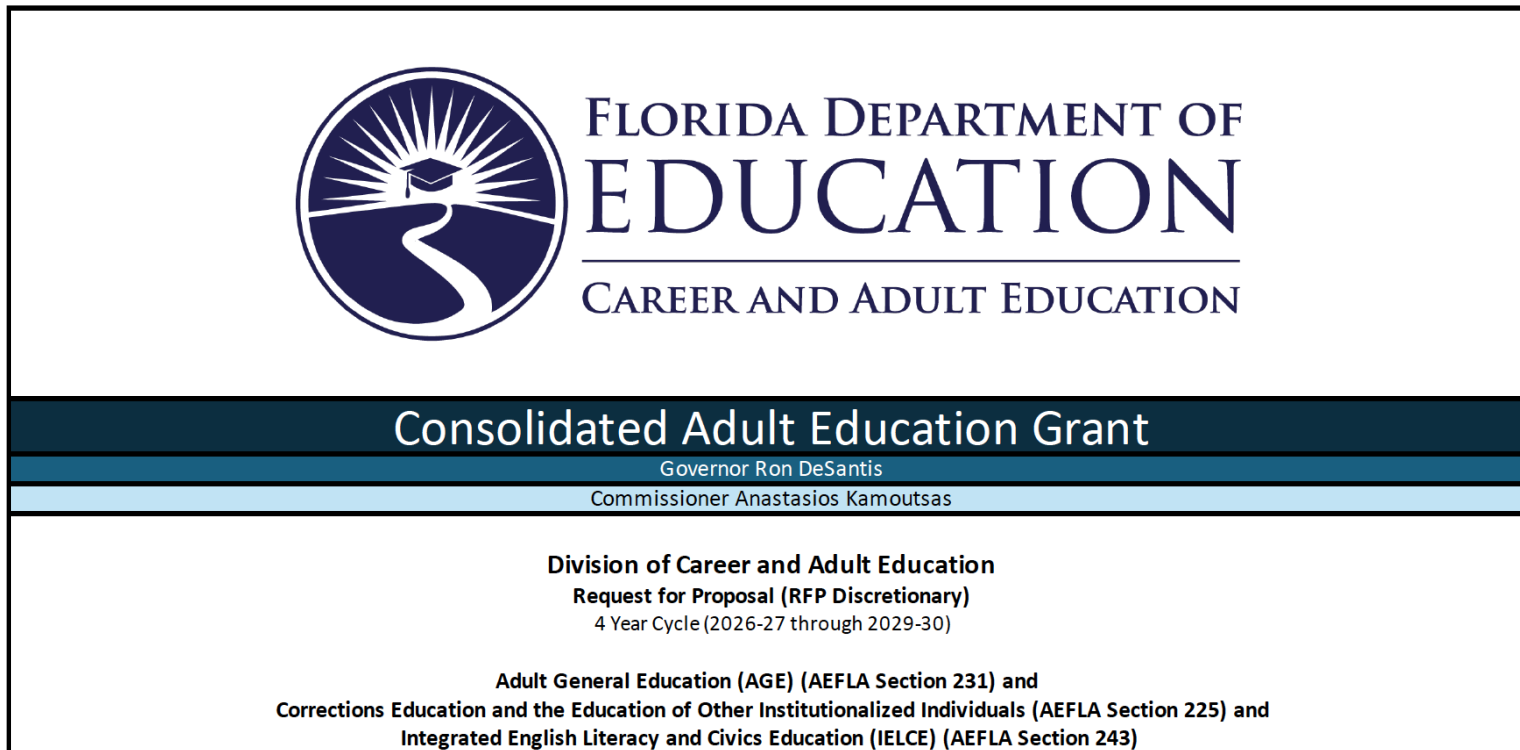
Purpose:

The General Information Tab A provides applicants with the overarching context for the 2026-27 AEFLA Consolidated Adult Education Competitive Grant and identifies the specific funding streams included in the four-year grant cycle: Adult General Education (AGE – Section 231), Corrections Education (Section 225) and Integrated English Literacy and Civics Education (IELCE – Section 243). This tab also includes general grant identification information consistent with the RFP.

Instructions:

No applicant action is required on this tab. It is included for informational purposes only. Applicants should review the content to ensure they understand the grant cycle, funding streams and administrative context, but no data entry or uploads are required.

Screenshot Reference:



Tab B: General Information

Purpose:

The General Information Tab B collects essential identifying information about the applicant agency and key personnel associated with the 2026-27 AEFLA Consolidated RFP Adult Education Competitive Grant. This tab captures the provider's name, type, whether the application is individual or collective, funding sources, county(ies) served and required administrative contact information.

Instructions:

Applicants are required to complete **column A** of this worksheet. Some fields require the applicant to type the information directly, while others provide dropdown menus that must be used to select from approved options. Applicants must complete every applicable field to ensure the worksheet is complete and accurately reflects the agency's structure and contacts.

Column A Completion Guidance:

- **Provider Name:** Type the full legal name of the agency.
- **Eligible Provider Type:** Select the appropriate provider type from the dropdown.
- **Individual or Collective Application:** Choose whether the agency is applying individually or as part of a collective.
- **Fund Source(s) Included:** Select all AEFLA funding streams included in the application.
- **County(ies) Served:** Select applicable county(ies) served from the dropdown.
- **Lead Fiscal Agent (LFA):** If applying as a collective, type the LFA information and list all member agencies.
- **Agency Head, Adult Education Director and Grant Manager Fields:** Type contact names, titles, emails and phone numbers, ensuring accuracy for all required points of contact. *(This must be filled out regardless of whether you are applying as a collective or individual.)*

Screenshot Reference: *(See next page.)*

General Information

Application Information [A]

Provider Name	
Eligible Provider Type	
Individual or Collective Application	
Fund Source(s) Included in Application	
County(ies) Served	
If applying as a collective, identify the lead fiscal agent (LFA) and all member agencies.	

use dropdown
use dropdown
use dropdown
use dropdown
use dropdown (if applicable)
use dropdown (if applicable)
use dropdown (if applicable)
use dropdown (if applicable)
use dropdown (if applicable)

LFA Contact Information

Agency Head	
Contact Name	
Position Title	
Email	
Phone Number (Ext.)	
Adult Education Director	
Contact Name	
Position Title	
Email	
Phone Number (Ext.)	
Grant Manager	
Contact Name	
Position Title	
Email	
Phone Number (Ext.)	

Tab C: Adult Education Demonstrated Effectiveness – All Applicants

Required for all applicants as an eligibility screening tool. In accordance with federal requirements, 34 CFR § 463.20(d)(3)) – AEFLA § 231(e)(3), eligible providers must demonstrate effectiveness in providing adult education and literacy activities to eligible individuals, particularly eligible individuals with low levels of literacy or English Language Learners.

Purpose:

Tab C collects the minimum required data for determining an applicant’s eligibility to compete for AEFLA funding, as mandated under 34 CFR 463.24. All applicants must complete this tab to demonstrate prior effectiveness in serving eligible individuals. The data entered here will be reviewed during the **pre-screening process**, and failure to meet the state standard for demonstrated effectiveness will result in the application being removed from competition.

Florida’s Standard for Demonstrated Effectiveness

Applicants must achieve at least a one percent completion rate in Measure 2 - *% of all participants (in measure 1) who have demonstrated improvement as measured by a standardized test in the content domains of reading, writing, mathematics, ESL and other subject areas relevant to the services contained in the application for each year 2023-2024 and 2024-2025.*

- Eligible providers that do not submit sufficient evidence of demonstrated effectiveness, by supplying the required data, will be deemed ineligible to compete for AEFLA funding, removed from the competition and notified.
- **ONLY** eligible providers that demonstrate effectiveness will be advanced through the grant application review process and be considered for funding.

Instructions:

Applicants must enter data for each measure listed in Rows 1–7 for both reporting years shown in Columns C and D. No cells on this tab contain formulas; all fields must be completed manually.

This worksheet captures outcomes for two program years: 2023–24 and 2024–25. If an applicant has no prior experience operating adult education programs or no data available for a specific measure, the worksheet requires an entry of “0.” **Blank cells are not permitted.**

The FDOE reserves the right to request the data source from the applicant agency to determine evidence of demonstrated effectiveness.

If multiple agencies are applying as a collective then this tab must be duplicated and show evidence for each individual agency.

Data Entry Requirements:

- **Column A – Measure Number:** Pre-labeled; do not edit.
- **Column B – Measure Description:** Pre-labeled; do not edit.
- **Columns C and D – Program Year Data:** Enter the count or percentage that corresponds to each measure for Program Years 2023–24 and 2024–25.
- **Column E – Data Source(s):** Identify the source used to verify each measure (e.g., NRS tables, agency MIS reports, assessment vendor reports). Applicants may be asked to provide documentation.

If no data exist for any measure, enter “0” as stated at the bottom of the tab. Do not leave fields blank or attempt to modify the tab’s structure.

Screenshot Reference: *(See next page.)*

Adult Education Demonstrated Effectiveness - All Applicants

If an applicant has no experience or no data available for the particular measure indicated, please enter "0".

[A] Measure	[B] Measure Description	[C] Program Year July 1, 2023 - June 30, 2024	[D] Program Year July 1, 2024 - June 30, 2025	[E] Data Source(s) *Applicants may be asked to provide evidence of data source
1	Total number of eligible participants enrolled in the adult education and literacy program			
2	% of all participants (in measure 1) who have demonstrated improvement as measured by a standardized test in the content domains of reading, writing, mathematics, ESL and other subject areas relevant to the services contained in this application			
3	% of all participants (in measure 1) who became employed or retained employment as a result of the AEL and following completion of the AEL program			
4	% of all participants (in measure 1) who attained a high school diploma or its recognized equivalent in the Program Year specified			
5	% of all participants (in measure 1) who were enrolled in <u>both</u> adult education and postsecondary education or training during the Program Year			
6	% of all participants who attained a postsecondary certificate or credential within the Program Year specified			
7	% of all participants (in measure 1) who transitioned to postsecondary education and training services			

Tab D1: Adult Education Past Performance - Currently WIOA Funded Recipient

Purpose:

Tab D1 collects verified performance outcomes for applicants that were previously funded under WIOA Title II. This tab is used to evaluate past effectiveness in achieving Measurable Skill Gains (MSGs) and Exit-Based Primary Indicators of Performance for Program Years 2023–24 and 2024–25, as reported in the National Reporting System (NRS).

This worksheet includes two major Tables:

1. **Performance Outcome 1 – Measurable Skill Gains (MSG) by Entry Level**
(Data based on NRS Table 4)
2. **Performance Outcome 2 – Exit-Based Primary Indicators of Performance**
(Data based on NRS Table 5)

Applicants must enter past performance exactly as reported to the state; no estimates, projections or rounded values should be used.

Instructions for Completion

General Rules:

- Applicants must enter data **exactly as reported** in NRS State Tables for each program year.
- Only the **white cells** are editable.
- Do **not** alter formulas in the yellow-highlighted cells, locked cells or row structures.
- If a value for a measure is zero, enter **“0”**; do **not** leave any field blank.

Formula Key

input data	This message appears when all the required cells used to calculate or generate a response are blank. <i>Action Required: Review the associated row or section and enter the missing information.</i>
missing data	This message appears when one or more required cells used to calculate or generate a response are blank. <i>Action Required: Review the associated row or section and enter the missing information.</i>
missing formula	This message appears when one or more cells used to calculate or generate a required response no longer contain the formula embedded in the workbook. This typically occurs if a formula was overwritten, deleted or replaced with manual text or numbers. <i>Action Required: Redownload a copy of the Consolidated Grant Workbook to restore all required formulas.</i>

n/a	This message appears when all values entered in the required cells are 0, indicating that no data apply to this section. <i>Action Required: None.</i>
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Table 1 | Performance Outcome 1 – Measurable Skill Gains (MSG) by Entry Level

(Data based on NRS Table 4)

Complete performance outcome table to provide evidence for two program years (PY) of past performance by submitting data regarding outcomes for participants related MSG’s.

Use NRS agency level reports to complete the tables to provide evidence. Agency level NRS files are provided by the FDOE, Office of Research and Evaluation annually via ShareFile.

- **Column A** – 2023-24 NRS table 4, column B
- **Column B** – 2023-24 NRS table 4, column C
- **Column C** – 2023-24 NRS table 4, column E + column F + column G
- **Column D** – 2023-24 automatically calculates
- **Column E** – 2024-25 NRS table 4, column B
- **Column F** – 2024-25 NRS table 4, column C
- **Column G** – 2024-25 NRS table 4, column E + column F + column G
- **Column H** – 2024-25 automatically calculates
- **Rows 16, 24 and 25** – automatically calculates

Screenshot Reference: *(See next page.)*

Adult Education Past Performance - Currently WIOA Funded Recipient
 *Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners (see Definitions in the RFP)

Performance Outcome 1 Measurable Skill Gains (MSG) by Entry Level								
Data Found in NRS Table 4								
	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]
Entering Educational Functioning Level (EFL)	2023-24				2024-25			
	Number of Participants	Participants Excluded from MSG Performance	Number of Students Who Achieved a MSG	Percentage Achieving MSG	Number of Participants	Participants Excluded from MSG Performance	Number of Students Who Achieved a MSG	Percentage Achieving MSG
ABE Level 1				input data				input data
ABE Level 2				input data				input data
ABE Level 3				input data				input data
ABE Level 4				input data				input data
ABE Level 5				input data				input data
ABE Level 6				input data				input data
Alternative ABE Placement				input data				input data
ABE Total	input data	input data	input data	input data	input data	input data	input data	input data
ESL Level 1				input data				input data
ESL Level 2				input data				input data
ESL Level 3				input data				input data
ESL Level 4				input data				input data
ESL Level 5				input data				input data
ESL Level 6				input data				input data
Alternative ESL Placement				input data				input data
ESL Total	input data	input data	input data	input data	input data	input data	input data	input data
Overall Total	input data	input data	input data	input data	input data	input data	input data	input data

Table 2 | Performance Outcome 2 – Exit-Based Primary Indicators of Performance

(Data based on NRS Table 5)

Complete performance outcome tables two to provide evidence for two program years (PY) of past performance by submitting data regarding outcomes for participants related to employment, median earnings, attainment of secondary school diploma (or its recognized equivalent) and transition to postsecondary education and training.

Use NRS agency level reports to complete the table. Agency level NRS files are provided by the FDOE, Office of Research and Evaluation annually via ShareFile.

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- **Column I** – 2023-24 NRS table 5, column B
- **Column J** – 2023-24 NRS table 5, column C
- **Column K** – 2023-24 automatically calculates
- **Column L** – 2024-25 NRS table 5, column B
- **Column M** – 2024-25 NRS table 5, column C
- **Column N** – 2024-25 automatically calculates

Screenshot Reference:

Performance Outcome 2 Exit-Based Primary Indicators of Performance						
Data Found in NRS Table 5						
	[I]	[J]	[K]	[L]	[M]	[N]
Primary Indicators of Performance	2023-24			2024-25		
	Number of Participants Who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Number of Participants Who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome
Employment Second Quarter after exit			input data			input data
Employment Fourth Quarter after exit			input data			input data
Median Earnings Second Quarter after exit			n/a			n/a
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit			input data			input data
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit			input data			input data
Attained a Recognized Secondary OR Postsecondary Credential (unduplicated)			input data			input data

Tab D2: Adult Education Past Performance - Not Currently WIOA Funded

Purpose:

Tab D2 collects verified performance outcomes for applicants that were not previously funded under WIOA Title II. This tab is used to evaluate past effectiveness in achieving Measurable Skill Gains (MSGs) and Exit-Based Primary Indicators of Performance for Program Years 2023–24 and 2024–25. The information entered here provides critical evidence for scoring Section 2 of the narrative (Performance Accountability).

This worksheet includes two major Tables:

3. **Performance Outcome 1 – Measurable Skill Gains (MSG) by Entry Level**
(Data based on NRS Table 4)
4. **Performance Outcome 2 – Exit-Based Primary Indicators of Performance**
(Data based on NRS Table 5)

Applicants must enter past performance data using local data that speaks to each measure. Applicants must also be prepared to provide the original source documentation for all data submitted upon request.

Instructions for Completion

General Rules:

- Applicants must enter data exactly as reported in their local data system for each program year.
- Only the white cells are editable.
- Do not alter formulas in the yellow-highlighted cells, locked cells or row structures.
- If a value for a measure is zero, enter “0”; do not leave any field blank.

Formula Key

input data	This message appears when all the required cells used to calculate or generate a response are blank. <i>Action Required: Review the associated row or section and enter the missing information.</i>
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missing data	This message appears when one or more required cells used to calculate or generate a response are blank. <i>Action Required: Review the associated row or section and enter the missing information.</i>
missing formula	This message appears when one or more cells used to calculate or generate a required response no longer contain the formula embedded in the workbook. This typically occurs if a formula was overwritten, deleted or replaced with manual text or numbers. <i>Action Required: Redownload a copy of the Consolidated Grant Workbook to restore all required formulas.</i>
n/a	This message appears when all values entered in the required cells are 0, indicating that no data apply to this section. <i>Action Required: None.</i>

Screenshot Reference: *(See next page.)*

Table 1 | Performance Outcome 1 – Measurable Skill Gains (MSG) by Entry Level

Screenshot Reference:

Adult Education Past Performance - Not Currently WIOA Funded Recipient
 *Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners (see Definitions in the RFP).

Education Content Domain Outcomes						
	[A]	[B]	[C]	[D]	[E]	[F]
Educational Content Domain	2023-24			2024-25		
	Number of Eligible Individuals* Receiving instruction in the Educational Content Domain	Number Eligible Individuals* Demonstrating Improvement in the Educational Domain	Percentage of Eligible Individuals* Demonstrating Improvement of skills in the Educational Content Domain	Number of Eligible Individuals* Receiving instruction in the Educational Content Domain	Number Eligible Individuals* Demonstrating Improvement in the Educational Domain	Percentage of Eligible Individuals* Demonstrating Improvement of skills in the Educational Content Domain
Reading			input data			input data
Writing			input data			input data
Mathematics			input data			input data
English Language Acquisition			input data			input data
Civics/Citizenship Education			input data			input data
Workforce Preparation/Employability Skills			input data			input data
TOTAL	input data	input data	input data	input data	input data	input data

Table 2 | Performance Outcome 2 – Exit-Based Primary Indicators of Performance

Screenshot Reference:

Secondary Credential Outcomes	[G]	[H]	[I]	[J]	[K]	[L]
	2023-24			2024-25		
	Number of Eligible Individuals* enrolled	Number of Eligible Individuals* who earned a Diploma	Percentage of Eligible Individuals* who earned a Diploma	Number of Eligible Individuals* enrolled	Number of Eligible Individuals* who earned a Diploma	Percentage of Eligible Individuals* who earned a Diploma
Secondary School Diploma or its Recognized Equivalent			input data			input data
Transition Outcomes	2023-24			2024-25		
	Number of Eligible Individuals* enrolled	Number of Eligible Individuals* who achieved an outcome	Percentage of Eligible Individuals* who achieved an outcome	Number of Eligible Individuals* enrolled	Number of Eligible Individuals* who achieved an outcome	Percentage of Eligible Individuals* who achieved an outcome
Transitioned to Employment			input data			input data
Transitioned to Postsecondary Education or Training			input data			input data

Tab E: Adult Education Enrollment Targets

Required for all applicants; used to assess projected capacity and planning for the four-year grant cycle

Purpose:

Tab E collects enrollment data and projected enrollment targets for all applicants across the four-year grant cycle. This tab documents enrollment by Educational Functioning Level (EFL) for ABE and English Speakers of Other Languages (ESL) programs and includes IET program enrollment projections. The information reported here is critical for evaluating the applicant’s planning capacity, historical trends and ability to meet state expectations for minimum enrollment (20 participants per year).

This worksheet includes three major components:

- Provider Information
- Enrollment Targets for ABE and ESL Programs
- Enrollment Targets for IET Programs

Applicants must complete all required cells and ensure that actual enrollment aligns with verified data sources.

Instructions for Completion

General Rules:

- Only the white cells are editable.
- Do not alter formulas in the yellow-highlighted cells, locked cells or row structures.
- If a value for a measure is zero, enter “0”; do not leave any field blank.

Formula Key

input data	This message appears when all the required cells used to calculate or generate a response are blank. <i>Action Required: Review the associated row or section and enter the missing information.</i>
missing data	This message appears when one or more required cells used to calculate or generate a response are blank. <i>Action Required: Review the associated row or section and enter the missing information.</i>

missing formula	<p>This message appears when one or more cells used to calculate or generate a required response no longer contain the formula embedded in the workbook. This typically occurs if a formula was overwritten, deleted or replaced with manual text or numbers.</p> <p><i>Action Required: Redownload a copy of the Consolidated Grant Workbook to restore all required formulas.</i></p>
n/a	<p>This message appears when all values entered in the required cells are 0, indicating that no data apply to this section.</p> <p><i>Action Required: None.</i></p>

Provider Information

Applicants must complete the following fields:

- **Name:** Type the official provider’s agency name.
- **County(ies) Served:** Enter all counties included in the application.

The ABE and ESL percentages displayed to the right of this section are auto-calculated or preloaded and should not be edited.

Table Instructions | Previously WIOA-Funded Applicants Only — Actual Enrollment

- **Column A** – 2022-23 NRS table 4, column B
- **Column B** – 2023-24 NRS table 4, column B
- **Column C** – 2024-25 NRS table 4, column B
- **Column D** – Automatically calculates. Column D shows the three-year average of actual enrollment for each EFL. This column is formula-driven and should not be edited.
- **Column E** – Applicants must project enrollment for 2026-27. Projections should be realistic, aligned with historical trends (when applicable) and supported by program capacity, recruitment strategies and staffing described in the narrative.
- **Column F** – Applicants must project enrollment for 2027-28. Projections should be realistic, aligned with historical trends (when applicable) and supported by program capacity, recruitment strategies and staffing described in the narrative.
- **Column G** – Applicants must project enrollment for 2028-29. Projections should be realistic, aligned with historical trends (when applicable) and supported by program capacity, recruitment strategies and staffing described in the narrative.
- **Column H** – Applicants must project enrollment for 2029-30. Projections should be realistic, aligned with historical trends (when applicable) and supported by program capacity, recruitment strategies and staffing described in the narrative.

- **Column I** – automatically calculates. Column I contains the auto-populated minimum number of students who must achieve an MSG in 2026–27 to meet the state’s MSG target. This column is formula-driven and should not be edited.
- **Rows 22, 30 and 31** – automatically calculates.

Enrollment Targets for IET Programs

Applicants must complete this section only if they have active, state-approved IET programs (AGE, Corrections or IELCE-funded).

Required Data Fields:

- **Column J** – Type IET Program Number.
- **Column K** – Type the IET Program’s official name.
- **Columns L-N** – Enter actual enrollment for 2022–23, 2023–24 and 2024–25.
- **Column O** – Three-year average (auto-populated).
- **Columns P-S** – Enter projected enrollment for 2026–27 through 2029–30.
- **Column T** – Auto-populated projected MSG minimums; do not edit.
- **Total Rows** – automatically calculates.

Note: FDOE expects AEFLA-funded agencies to enroll no less than 20 students.

Formatting Tip

For the IET Table only you may delete any blank rows.

Screenshot Reference: *(See next page.)*

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Adult Education Enrollment Targets

Provide enrollment as served by the provider. If applying as a collective, combine enrollment data and include combined projections.

Note: FDOE expects grantees to enroll no less than 20 participants per year.

PROVIDER INFORMATION

Name			
County(ies) Served			

ABE	31%
ESL	37%

Educational Functioning Level (EFL)	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]
	ONLY Previously Funded Applicants ACTUAL ENROLLMENT			3- Year Avg (auto-populated)	All Applicants PROJECTED ENROLLMENT				PROJECTED MINIMUM (auto-populated) 2026-27 MSG Min. Target
	2022-23	2023-24	2024-25		2026-27	2027-28	2028-29	2029-30	
ABE Level 1				input data					input data
ABE Level 2				input data					input data
ABE Level 3				input data					input data
ABE Level 4				input data					input data
ABE Level 5				input data					input data
ABE Level 6				input data					input data
Alternative ABE Placement				input data					input data
ABE Total	input data	input data	input data	input data	input data	input data	input data	input data	input data
ESL Level 1				input data					input data
ESL Level 2				input data					input data
ESL Level 3				input data					input data
ESL Level 4				input data					input data
ESL Level 5				input data					input data
ESL Level 6				input data					input data
Alternative ESL Placement				input data					input data
ESL Total	input data	input data	input data	input data	input data	input data	input data	input data	input data
Overall Total	input data	input data	input data	input data	input data	input data	input data	input data	input data

Tab F: Adult Education Partnerships

Required for all applicants; supports narrative responses related to collaborative partnerships.

Purpose:

Tab F captures all formal partnerships, both financial and non-financial, that support the delivery of adult education services.

Instructions for Completion

Applicants must complete a partnership entry for each formal partner that contributes to the agency's adult education program. Multiple partnership blocks are included for convenience; additional rows or blocks may be inserted if needed.

For each partner, applicants must complete the following fields:

Partnership Information (Left Column):

- **Name:** Enter the official name of the partner organization.
- **Website:** Provide a URL for the partner's main website or program page (if available).
- **Type:** Identify the type of organization (e.g., LWDB, employer, school district, community-based organization, postsecondary institution, nonprofit, industry association).
- **Benefits to AEFLA Program:** Describe how the partnership strengthens or enhances the agency's AEFLA-funded activities.

Partnership Information (Right Column):

- **AEFLA Subrecipient (Yes/No):** Select "Yes" if the partner will receive AEFLA funds as a subrecipient. Otherwise, select "No."
 - **If yes, proposed AEFLA funds budgeted:** Enter the amount of AEFLA funds allocated to the subrecipient. If "No" was selected above, leave this field blank.
 - **If yes, identify which funding stream:** Specify whether funds come from AGE (231), Corrections (225) or IELCE (243).
- **Benefits to Partner:** Describe how the partner benefits from the collaboration.

Important Notes:

- Partnerships must reflect current or planned collaborations during the four-year grant cycle.
- Subrecipient information must match the Budget Narrative and DOE 101 forms.
- Applicants may insert additional rows/blocks as needed, ensuring consistent formatting.

Screenshot Reference:

Adult Education Partnerships
 Include all formal partnerships with financial and non-financial agreements including Local Workforce Development Board Agreements.

Partnership Information			
Name		AEFLA Subrecipient	
Website		If yes, proposed AEFLA funds budgeted	
Type		If yes, identify which funding stream	
Benefits to AEFLA Program		Benefits to Partner	

Partnership Information			
Name		AEFLA Subrecipient	
Website		If yes, proposed AEFLA funds budgeted	
Type		If yes, identify which funding stream	
Benefits to AEFLA Program		Benefits to Partner	

Partnership Information			
Name		AEFLA Subrecipient	
Website		If yes, proposed AEFLA funds budgeted	
Type		If yes, identify which funding stream	
Benefits to AEFLA Program		Benefits to Partner	

Tab G: Adult Education Program Offering Summary

Required for all applicants; documents instructional sites, program offerings and contact information.

Purpose:

Tab G provides a comprehensive summary of all instructional sites where AEFLA-funded adult education services will be offered during the four-year grant cycle. This includes physical site locations, program offerings and key site-level contacts. The information reported here must align with the program descriptions in the narrative, the schedule information in Tab H and the budget documents.

Instructions for Completion

Applicants must complete one row per instructional site where AEFLA-funded activities will occur. If additional sites must be added, applicants may insert additional rows, ensuring all formatting remains consistent.

For each instructional site, complete the following fields:

- **Column A – County** Select the county where the site is located using the dropdown menu.
- **Column B – Instructional Site Name** Enter the full name of the school, institution or community site where classes are offered.
- **Column C – Physical Address** Provide the complete address of the instructional site (street, city, state, ZIP).
- **Column D – General Phone Number** Enter the main phone number for the site.
- **Column E – Website Link (if available)** Include a website URL for the site location or agency webpage. If no site-specific link exists, this may be left blank.
- **Column F – ABE** Select ✓ (check mark) if the program *is offered* at that site. **X** if the program *is not offered* at that site.
- **Column G – GED** Select ✓ (check mark) if the program *is offered* at that site. **X** if the program *is not offered* at that site.
- **Column H – AHS** Select ✓ (check mark) if the program *is offered* at that site. **X** if the program *is not offered* at that site.
- **Column I – AHS Co** Select ✓ (check mark) if the program *is offered* at that site. **X** if the program *is not offered* at that site.
- **Column J – ASB** Select ✓ (check mark) if the program *is offered* at that site. **X** if the program *is not offered* at that site.
- **Column K – ESOL** Select ✓ (check mark) if the program *is offered* at that site. **X** if the program *is not offered* at that site.
- **Column L – IET (Integrated Education & Training)** Select ✓ (check mark) if the program *is offered* at that site. **X** if the program *is not offered* at that site.
- **Column M – Name** Provide name of the staff member responsible for overseeing adult education programming at the site.

- **Column N – Position Title** Provide the position title for the staff member responsible for overseeing adult education programming at the site.
- **Column O – Email** Provide the email for the staff member responsible for overseeing adult education programming at the site.
- **Column P – Phone Number (Ext.)** Provide phone number and extension (*if applicable*) for the staff member responsible for overseeing adult education programming at the site.
- **Column Q – Name** Provide name of the backup site contact who can support communication and program coordination.
- **Column R – Position Title** Provide the position title for the backup site contact who can support communication and program coordination.
- **Column S – Email** Provide the email for the backup site contact who can support communication and program coordination.
- **Column T – Phone Number (Ext.)** Provide phone number for the backup site contact who can support communication and program coordination.

Screenshot Reference: *(See next page.)*

Tab H: Adult Education Schedule Summary

Required for all applicants; documents instructional schedules for AGE programs by site.

Purpose:

Tab H documents instructional schedules for AGE programs offered at each instructional site. The intent of this tab is to capture program-level instructional availability, not individual course sections. While AGE programs may include multiple courses or class sections, applicants should summarize schedules at the program level to reflect overall access, instructional intensity and duration.

This tab allows FDOE to evaluate whether proposed schedules provide sufficient instructional time and consistency to support measurable learning gains and align with the instructional design described in the narrative, as well as the sites and programs listed in Tabs G and I.

Instructions for Completion

Applicants must complete one row per AGE program offered at each instructional site.

If a site offers the same AGE program under meaningfully different schedules (e.g., day vs. evening programs) or instructional modalities, applicants may insert additional rows to reflect each distinct schedule.

- **Column A – County** Select the county where instruction is delivered (dropdown).
- **Column B – Instructional Site Name** Enter the name of the instructional site.
- **Column C – City of Instruction** Enter the city where the site is located.
- **Column D – Instructional Modality** Select the primary instructional modality for the AGE program:
 - **Classroom (in person)** - scheduled on-campus instruction where a teacher or instructor leads a group of students. This type of instruction means interactions where the teacher delivers lessons, facilitates discussions, and engages students in various learning activities such as lectures, group work, exercises and assessments.
 - **Laboratory** - on-campus, self-directed and self-paced activities to attain knowledge and skills. In this environment, the student is physically present at a scheduled location.
 - **Synchronous online** - a virtual course delivery method where students and instructors engage in real-time interactions and activities within a predetermined schedule. Synchronous online learning includes activities such as live lectures, discussions, group projects or collaborative exercises facilitated through video conferencing.

- **Asynchronous online** - a virtual course delivery method where students access materials, lectures, tests and assignments on their own schedule. While students can be given a timeframe for completion of tasks, the work of students and of instructors occurs at different times.
- **Blended** - the use of more than one modality of instruction for the same course.
- **Column E – AGE Program** Select the AGE program being offered (e.g., ABE, ASE).
- **Column F – Semester/Term Availability** Indicate when the program is offered (e.g., fall, spring, summer, year-round).
- **Column G – Number of Days per Week** For each day of the week (Monday through Sunday):
 - Select ✓ (check mark) if instruction is offered on that day.
 - Select X if instruction is not offered on that day.
- **Column O – Minimum Hours per Day** Enter the minimum number of instructional hours a student is required to attend in a single day for one course within the AGE program. While some programs offer multiple courses, this entry should reflect only the minimum daily instructional hours a student may enroll in for a single course, not the combined hours across multiple courses.
- **Column P – Maximum Hours per Day** Enter the maximum number of instructional hours a student is required to attend in a single day for one course within the AGE program. While some programs offer multiple courses, this entry should reflect only the maximum daily instructional hours a student may enroll in for a single course, not the combined hours across multiple courses.
- **Column Q – Number of Weeks of Instruction in Semester/Term** Enter the total number of instructional weeks for the selected term.
- **Column R – Maximum Instructional Hours** Column auto calculates based on entries in columns G, P and Q. (Days per week × Hours per day × Maximum weeks of instruction)
- **Column S – Projected Enrollment** Enter the projected number of students expected to enroll in this AGE program schedule.

Screenshot Reference: *(See next page.)*

Tab I: Integrated Education and Training Program Offering Summary

Required for IELCE applicants and for AGE or Corrections applicants with state-approved, active IET programs.

Purpose:

Tab I documents all state-approved and active IET programs offered by the applicant. This tab is used to verify IET program alignment with state workforce priorities and confirm how IET programs support measurable skill gains (MSGs) and credential attainment.

Only IET programs that have received formal state approval may be listed in this tab. Programs under development, pending review or awaiting approval must **not** be entered.

Important Eligibility Reminder

Applicants must list only approved IET programs, as identified in the following appendices:

- **WDIS:** Appendix P – Adult General Education, Integrated
- **CCTCMIS:** Appendix D – Integrated Education and Training
- **CBOs:** Appendix G – IET Program Number Appendix

Failure to comply with this requirement may result in the inactivation of the IET program or affect eligibility for funding.

Instructions for Completion

Applicants must complete one row per approved IET program. If the agency operates multiple IET programs, applicants may insert additional rows as needed, ensuring formatting and structure are maintained.

- **Column A – County** Select the county where the IET program is offered.
- **Column B – Instructional Site Name** Enter the name of the instructional site where the IET program is delivered.
- **Column C – IET Program Number** Enter the **state-assigned IET program number**, as listed in the applicable appendix. Only approved program numbers may be used.
- **Column D – IET Program Name** Enter the official name of the approved IET program.
- **Column E – IET Type** Identify the IET program type, as approved by the state (AGE, CORR or IELCE).
- **Columns F – I IET Measurable Skill Gain (MSG) Types**
- Applicants must identify the primary MSG type(s) associated with each IET program by marking the applicable column(s). Use:

- Select “Yes” to indicate the MSG type applies.
- Select “No” if the MSG type does not apply.

Screenshot Reference: *(See next page.)*

Tab J: Adult Education Personnel Chart

Required for all applicants; documents staffing capacity and instructional expertise.

Purpose:

Tab J provides a summary of the personnel who will support the delivery of adult education services during the four-year grant cycle. This chart allows FDOE to assess whether the applicant has sufficient staffing capacity, appropriate instructional expertise and qualified personnel to deliver high-quality adult education programs aligned with state and federal requirements.

Instructions for Completion

Applicants must report aggregate counts only. Do **not** list individual staff names on this tab. All counts should reflect personnel who will be involved in AEFLA-funded activities during the grant cycle.

Formula Key

input data	This message appears when all the required cells used to calculate or generate a response are blank. <i>Action Required: Review the associated row or section and enter the missing information.</i>
missing data	This message appears when one or more required cells used to calculate or generate a response are blank. <i>Action Required: Review the associated row or section and enter the missing information.</i>
Error data-must equal B8	This message appears when the number of part-time teachers entered for <i>Teacher’s Years of Experience in Adult Education</i> does not equal the total number of teachers input as part-time under <i>type of personnel</i> . <i>Action Required: Make sure the number of part-time Teacher’s under “Type of Personnel” equals the number of “Teacher’s Years of Experience in Adult Education.”</i>
Error data-must equal C8	This message appears when the number of full-time teachers entered for <i>Teacher’s Years of Experience in Adult Education</i> does not equal the total number of teachers input as full-time under <i>type of personnel</i> . <i>Action Required: Make sure the number of full-time Teacher’s under “Type of Personnel” equals the number of “Teacher’s Years of Experience in Adult Education.”</i>

- **Column A** – No entry required.
- **Column B – Part-Time Personnel** Enter the number of personnel who work less than 30 hours per week. If your program does not utilize part-time personnel, enter 0.

- **Column C – Full-Time Personnel** Enter the number of personnel who work 30 hours or more per week. If your program does not utilize full-time personnel, enter 0.
- **Column D – Unpaid Volunteers** Enter the number of unpaid volunteers who support adult education services, if applicable. If your program does not utilize volunteers, enter 0.
- **Total Personnel** rows will auto-calculate. Do not edit formula cells.

Screenshot Reference:

Adult Education Personnel Chart

[A]	[B]	[C]	[D]
<i>Type of Personnel</i>	Part-Time (Less than 30 hrs. per week) # of Personnel	Full-Time (30 hrs. or more per week) # of Personnel	Unpaid Volunteers
Administrators			
Counselors			
Teachers			
Paraprofessionals			
Total Personnel	input data	input data	input data
Teacher's Years of Experience in Adult Education			
Less than 1 Year Experience			
1-3 Years of Experience			
More than 3 Years of Experience			
Total Counts	input data	input data	
Teacher Certification			
No Certification			
Adult Education Certification			
K-12 Certification			
Special Education Certification			
TESOL Certification			
Total Counts	input data	input data	

Tab K: DOE 101 Budget Narrative Form Instructions

Use instructions to complete DOE 101 Forms for AGE (Tab M), Corrections Education (Tab N) and IELCE (Tab O). An example DOE 101 can be found in Tab L.

- A. Enter Name of Eligible Recipient/Fiscal Agent.
- B. Enter DOE Assigned Project Number.
- C. Enter TAPS Number.
- D. Enter the Total Amount for (5).
 - (1) Function Code – For School Districts Only – Enter the Function Code, as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual, which best classifies the overall purpose or objective of the goods or services budgeted.
 - (2) Object Code – Enter the Object Code which best classifies the goods or services budgeted.
 - School Districts – Use the three-digit Object Code as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.
 - Colleges and Universities – Use the five-digit Object Code listed in the Florida Accounting Information Resource Manual.
 - Non-public entities/State Agencies – Use the Object Codes that are used in the respective entity’s/agency’s chart of accounts.
 - (3) Account Title and Narrative – Provide the Account Title that applies to the Object Code listed in (2) and a detailed Narrative that includes a description of each good or service budgeted and its purpose or use. For example:
 - Salaries – Describe the type(s) of position(s) requested and the major responsibilities/duties of each position(s). Use a separate line to describe each type of position.
 - Other Personal Services – Describe the type of service(s), its purpose or use, and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
 - Professional/Technical Services – Describe the services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
 - Contractual Services and/or Inter-agency agreements – Describe the services to be rendered and the type of entity or agency (name, if available).
 - Travel – Describe each type of travel to be supported with project funds, such as conference(s), local travel, in- or out-of-district, and out-of- state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
 - Materials and Supplies – Describe the type of item to be purchased and its purpose or use.
 - Capital Outlay – Describe the type of item/equipment to be purchased and its purpose or use.

Narrative Requirements and the Consolidated Grant Workbook

- Indirect Cost (Refer to the DOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) for additional guidance regarding indirect cost.)
 - School Districts Only – Provide the percentage rate from the district’s Approved Indirect Cost Plan.
 - Colleges and Universities Only – Provide the percentage rate (maximum of 5%) approved by the DOE.
- (4) FTE – (Only applicable for items classified as Salaries and Other Personal Services (Refer to (2) Object Code.) Enter the total number of positions (as FTEs*) that will be supported with these funds. *Full-Time Equivalent (FTE based on the standard workweek for the type of position) is the number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.
- (5) Amount – Enter the total amount budgeted for each line item.
- (6) Percent Allocated – For each line item, enter the appropriate percentage that is allocated or applicable to this project
- (7) – (9) Allowable, Reasonable and Necessary – DOE USE ONLY.

If the cost entered in (5) for each service/commodity listed in (3) is not the total cost of this service/commodity, enter the appropriate percentage in (6) that is applicable to this project. If the cost entered in (5) for each service/commodity listed in (3) is the total cost for this service/commodity and is applicable to this project, enter 100% in (6).

Tab L: EXAMPLE Budget Narrative Form (DOE 101)

EXAMPLE Budget Narrative Form (DOE 101S)

[A]	[B]	[C]	[D]	[E]	[F]
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT
####	###	Salaries: Part-time hourly salary for 6 teachers to provide direct instruction in Adult Education programs. The calculation: 20 hours per week x \$25.00 per hour x 32 week x 6 teachers.	3	\$96,000	100%
####	###	Employee Benefits, Retirement: Contributions to retirement plan for 6 part-time teachers at 9.85%*		\$9,456	100%
####	###	Employee Benefits, Social Security: Contributions to retirement plan for 6 part-time teachers at 7.65%*		\$7,344	100%
####	###	Employee Benefits, Worker's Compensation: Contributions to retirement plan for 6 part-time teachers at 1.01%*		\$969	100%
####	###	Computer Hardware: Purchase of computer equipment to be used by students for instructional purposes. The equipment items will include monitors, CPU's peripheral devices memory and 10 laptop computers. The required equipment form is attached to the application.		\$8,830	100%
####	###	Travel: Travel will support 2 instructional teachers, and one curriculum coordinator to attend the Adult Education State Conference. Expenditures for costs of transportation, lodging, and meals will follow state rate guidelines.		\$1,956	100%
####	###	Contractual Service Agreements: Must provide budget information for each sub-recipient, partnership agreement, and Workforce Board (Career Source) MOU.		\$15,200	100%
TOTAL				\$139,755	

Narrative Requirements and the Consolidated Grant Workbook

NOTE: When completing the Budget Narrative Form, under Column (3), Account Title and Narrative, for each line item specify the budgetary expenditures such as salaries, equipment and supplies. Expenditures should focus on performance improvement, as noted in the application. TAPS number is located on the Budget Narrative DOE 101 form. *Percentages for benefits are optional.

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Appendix F: Application Review Criteria and Checklist

Appendix A: Estimated Available AGE, Corrections and IELCE Funds by County

Appendix A: Estimated Available AGE, Corrections & IELCE Funds by County

Adult Education and Family Literacy		
Funding List FY 2026-2027		
<i>*Contingent on 2026-27 Federal Appropriations & State Allocations</i>		
COUNTY	Adult General Education (AGE) TAPS# 27B022 Section 231 Allocation	Integrated English Literacy and Civics Education (IELCE) TAPS # 27B023 Section 243 Allocation
Alachua	\$234,322.00	\$50,406.00
Baker	\$94,098.00	-
Bay	\$264,533.00	\$68,103.00
Bradford	\$109,317.00	-
Brevard	\$679,582.00	\$78,325.00
Broward	\$2,646,828.00	\$780,648.00
Calhoun	\$77,700.00	-
Charlotte	\$286,251.00	\$56,457.00
Citrus	\$259,251.00	\$44,795.00
Clay	\$276,009.00	\$57,110.00
Collier	\$635,405.00	\$205,124.00
Columbia	\$178,555.00	-
Desoto	\$178,232.00	\$51,022.00
Dixie	\$83,343.00	-
Duval	\$1,223,322.00	\$190,070.00
Escambia	\$451,252.00	\$63,418.00
Flagler	\$172,874.00	\$49,275.00
Franklin	\$74,546.00	-
Gadsden	\$153,208.00	\$46,102.00
Gilchrist	\$79,961.00	-
Glades	\$91,532.00	-
Gulf	\$80,075.00	-
Hamilton	\$79,524.00	-
Hardee	\$121,059.00	\$48,430.00
Hendry	\$213,402.00	\$76,276.00
Hernando	\$329,306.00	\$52,587.00
Highlands	\$261,607.00	\$60,216.00
Hillsborough	\$2,184,163.00	\$607,256.00
Holmes	\$79,372.00	-
Indian River	\$246,919.00	\$52,418.00
Jackson	\$157,655.00	-
Jefferson	\$69,910.00	-
Lafayette	\$65,426.00	-

Appendix A: Estimated Available AGE, Corrections and IELCE Funds by County

Adult Education and Family Literacy		
Funding List FY 2026-2027		
<i>*Contingent on 2026-27 Federal Appropriations & State Allocations</i>		
COUNTY	Adult General Education (AGE) TAPS# 27B022 Section 231 Allocation	Integrated English Literacy and Civics Education (IELCE) TAPS # 27B023 Section 243 Allocation
Lake	\$557,541.00	\$92,175.00
Lee	\$1,219,845.00	\$353,842.00
Leon	\$271,886.00	\$60,914.00
Levy	\$121,553.00	\$43,980.00
Liberty	\$68,181.00	-
Madison	\$96,758.00	-
Manatee	\$628,242.00	\$118,369.00
Marion	\$650,511.00	\$89,384.00
Martin	\$216,252.00	\$60,473.00
Miami-Dade	\$6,122,492.00	\$2,774,838.00
Monroe	\$130,731.00	\$65,085.00
Nassau	\$149,028.00	-
Okaloosa	\$243,879.00	\$69,432.00
Okeechobee	\$157,046.00	\$50,002.00
Orange	\$1,892,694.00	\$608,930.00
Osceola	\$639,130.00	\$245,329.00
Palm Beach	\$2,378,710.00	\$670,468.00
Pasco	\$779,145.00	\$108,418.00
Pinellas	\$1,101,680.00	\$150,526.00
Polk	\$1,317,641.00	\$280,526.00
Putnam	\$226,798.00	\$50,303.00
Santa Rosa	\$245,532.00	\$48,746.00
Sarasota	\$420,148.00	\$85,331.00
Seminole	\$446,521.00	\$101,259.00
St. Johns	\$232,156.00	\$55,230.00
St. Lucie	\$588,170.00	\$103,359.00
Sumter	\$224,385.00	\$47,821.00
Suwannee	\$135,538.00	\$45,221.00
Taylor	\$90,126.00	-
Union	\$92,368.00	-
Volusia	\$719,825.00	\$78,942.00
Wakulla	\$101,850.00	-
Walton	\$138,768.00	\$49,701.00
Washington	\$101,527.00	-
Total Funding Allocation	\$ 34,645,196	\$9,146,642

Appendix A: Estimated Available AGE, Corrections and IELCE Funds by County

Adult Education and Family Literacy			
Corrections Funding List FY 2026-2027			
<i>*Contingent on 2026-27 Federal Appropriations & State Allocations</i>			
Agency Type	Eligibility	Funding Method	Maximum Request Allocation
Local Eligible Providers <i>Workforce Innovation and Opportunity Act (WIOA), Title II—Adult Education and Family Literacy Act (AEFLA), Section 203(5); 29 U.S.C. § 3272(5).</i>	Must operate programs within a correctional institution or other institutional setting. Correctional institution means any <ul style="list-style-type: none"> • Prison; • Jail; • Reformatory; • Work Farm; • Detention Center; or Halfway House, Community-Based Rehabilitation Center or any other similar institution designed for the confinement or rehabilitation of criminal offenders. 	Applicants may request up to the maximum amount per county.	\$100,000
Florida Department of Corrections	Must operate programs within a correctional institution or other institutional setting. Correctional institution means any <ul style="list-style-type: none"> • Prison; • Jail; • Reformatory; • Work Farm; • Detention Center; or Halfway House, Community-Based Rehabilitation Center or any other similar institution designed for the confinement or rehabilitation of criminal offenders. 	Discretionary award	\$1,000,000
Total Estimated Funds Available			\$3,300,000

Appendix B: Alignment with LWDB Plan Executive Summary

Workforce Innovation and Opportunity Act (WIOA) includes the following considerations for eligible providers:

Workforce Innovation and Opportunity Act (WIOA) includes the following considerations for eligible providers: The state will consider:

The degree to which the eligible provider would be responsive to— (A) Regional needs as identified in the local workforce development plan; and (B) Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals— (i) who have low levels of literacy skills; or (ii) who are English language learners;

WIOA Section 231(e)(1)

The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;

WIOA Section 231(e)(4)

Coordination of the alignment process must include –

(a) An eligible agency must establish, within its grant competition, a process that provides for the submission of all applications for funds under AEFLA to the appropriate Local Boards.

(b) The process must include -

(1) Submission of the applications to the appropriate Local Board for its review for consistency with the local plan within the appropriate timeframe; and

(2) An opportunity for the local board to make recommendations to the eligible agency to promote alignment with the local plan.

(c) The eligible agency must consider the results of the review by the Local Board in determining the extent to which the application addresses the required considerations in §463.20.

34 CFR § 463.21(c)

Instructions: The form below will serve as a connecting document between all applications for funds under AEFLA (Adult General Education, Integrated English Literacy and Civics Education and Corrections Education) submitted by your agency during the 2026-2027 Adult Education competitive cycle. This form will reflect the eligible provider's written narrative to promote alignment with the LWDB plan.

The eligible provider will need to complete this form only once, regardless of which AEFLA funds are being applied for, and serves as an executive summary for review by the LWDB of your agency's adult education program offerings.

Note: The LWDB will consider the eligible provider's written responses on the next page and make comments and/or recommendations to promote alignment with the local plan.

Florida Department of Education must consider the results of the review by the LWDB to determine the extent to which the application(s) addresses the required considerations in 34 CFR § 463.20 and 34 CFR § 463.21(c).

Alignment with LWDB Plan Executive Summary

Appendix B: Alignment with LWDB Plan Executive Summary

Complete the following information:

Eligible Provider Name: _____

County(ies) Served: _____

Contact Name: _____

AEFLA fund type your agency will be applying for during the 2026-2027 Adult Education competitive cycle - check all appropriate boxes:

- Adult General Education (AEFLA, Section 231)
- English Literacy and Civics Education (AEFLA, Section 243)
- Corrections (AEFLA, Section 225)

Name of each LWDB served through this Grant Application	LWDB Number
1.	
2.	
3.	
4.	

Narrative Questions

1. Describe the procedures that are in place to promote alignment among adult education service providers in the local area.

Click or tap here to enter text.

2. Describe how the adult education program will address the regional needs as identified in the LWDB plan by serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.

Click or tap here to enter text.

3. Describe how the eligible provider will provide adult education activities and services in alignment with the strategy and goals of the LWDB plan, including how the agency will promote co-enrollment in programs and activities provided by WIOA, Title I core programs (Adult Program, Dislocated Worker Program, Youth Program, Adult Education and Family Literacy Act, Wagner-Peyser Act, Vocational Rehabilitation Program, including Blind Services Program).

Click or tap here to enter text.

Appendix B: Alignment with LWDB Plan Executive Summary

4. Provide specific details about shared-cost activities and the resources utilized to support those costs (Example: AEFLA funds cover the cost of the full-time adult education teacher and the local board covers the cost of the classroom facility).

Click or tap here to enter text.

5. Provide a copy of the Memorandum of Understanding (MOU) agreement and Local One-stop Infrastructure Cost agreement with the LWDB. (If a MOU is not available at the time the application is submitted, an executed MOU must be submitted to FLDOE prior to the issuance of the grant award notification.)

MOU is attached

Appendix C: DOE 100A, Project Application Form for AGE, TAPS# 27B022

See companion **AEFLA Competition FDOE Grant Forms** Excel workbook Tab 'DOE100A AGE.'

Appendix D: DOE 100A, Project Application Form for IELCE, TAPS# 27B023

See companion **AEFLA Competition FDOE Grant Forms** Excel workbook Tab 'DOE100A IELCE.'

See companion **AEFLA Competition FDOE Grant Forms** Excel workbook Tab 'DOE100A CORR.'

Appendix F: Application Review Criteria and Checklist

APPLICATION CHECKLIST

All Eligible Providers **must** download the Grant Application RFP “Word” file and Consolidated Grant Workbook. Submit all documents electronically through the Office of Grants Management ShareFile system, no later than the close of business 11:59 pm (EST) on the **due date of June 19, 2026**.

Grant Application package must be submitted as follows:

File # and Type	Item	Provide page #s for items listed
File One: submit combined PDF File	DOE 100A, Project Application — with original signature or electronic signature	
	Narrative Section	Page Number(s)
File One: submit combined PDF	Section 1: Part A – Part C	
	Section 2: Part D – Part F	
	Section 3: Part G – Part I	
	Section 4: Part J	
	Integrated Education and Training: Part K	
	General Education Provision Act (GEPA) (Federal Requirement): Part L	
	Family Literacy Two Generation Approaches: Part M	
	Corrections Education Narrative, <i>if applicable</i>	
	IELCE Narrative, <i>if applicable</i>	
	Application Checklist – must be last page of the Word Document File	
	Attachments	Page Number(s)
File One (continued): submit combined PDF	Alignment with LWDB Plan Executive Summary	
	Memorandum of Understanding	
	Program Income (<i>if applicable</i>)	
	Application Checklist – must be last page	

Appendix F: Application Review Criteria and Checklist

Workbook Checklist	
A. Title	<input type="checkbox"/>
B. General Information	<input type="checkbox"/>
C. Adult Education Demonstrated Effectiveness – All Applicants	<input type="checkbox"/>
D. D1. Past Performance Table – Currently WIOA Funded Recipients or Past Performance Table – Not Previously WIOA Funded Recipient	<input type="checkbox"/>
E. Enrollment Targets	<input type="checkbox"/>
F. Partnerships	<input checked="" type="checkbox"/>
G. Adult Education Program Offering Summary	<input type="checkbox"/>
H. Adult Education Schedule Summary	<input type="checkbox"/>
I. Integrated Education and Training Program Offering Summary	<input type="checkbox"/>
J. Adult Education Personnel Chart	<input type="checkbox"/>
K. DOE 101 Instructions	N/A
L. Example Budget Narrative Form (DOE 101)	N/A
M. DOE Budget Narrative Form 101 - AGE	<input type="checkbox"/>
N. DOE Budget Narrative Form 101 - CORR	<input type="checkbox"/>
O. DOE Budget Narrative Form 101 - IELCE	<input type="checkbox"/>
P. Projected Equipment - AGE	<input type="checkbox"/>
Q. Projected Equipment - CORR	<input type="checkbox"/>
R. Projected Equipment - IELCE	<input type="checkbox"/>
S. County Allocations	N/A